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AUTHOR McClain, Janet; And Others
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ABSTRACT

Understanding the culture of other nations contributes to the development of responsible citizens in a democratic society. A classroom teaching team proved these activities to be successful. Five initial lessons introduce students to the study of China by teaching Chinese geography. To enhance cultural understanding, 10 additional lessons focus on the following aspects of Chinese culture: (1) flags, (2) agriculture, (3) calligraphy, (4) calendar, (5) inventions, (6) karate, (7) tangrams, (8) crafts, (9) folk tales, and (10) Confucius. The unit culminates with plans for preparing Chinese dinner, having an open house, or organizing a homeroom meeting. Each lesson includes learner outcomes, materials, and implementation instructions for carrying out the activities. The lessons may be taught as a class activity or completed individually by students. A bibliography and supplementary materials are appended. (SM)

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INTRODUCTION

The purpose of this unit is to provide elementary teachers with practical and useable materials for the study of China. The unit represents the work of a team of classroom teachers who through repeated experimentation identified activities which proved successful in the classroom.

Each lesson includes outcomes, materials and activities as well as supplementary materials which may be duplicated for student use.

I. Objectives

The objectives of this unit must clearly relate to the development of responsible citizens in a democratic society. In promoting desirable social relationships, instruction should enable students to extend their knowledge and to refine selected study skills. Through this framework the unit provides experiences which guide the student to improve decision-making skills.

The general objectives of this unit are further divided into two clusters of objectives: (A) Knowledge, and (B) Study Skills.

A. Knowledge

The acquisition of information which can be used by the student in making decisions is an essential element of this unit. An increase in knowledge helps acquaint the student with reality and prepares him for adjustment in changing environments. The students and teachers should direct their attention to the following questions:

1. Where is China located?
2. What is China's natural environment like?
3. What is China's man-made environment like?
4. What are the ethnic and social characteristics of people who live in China?
5. How do people in China satisfy their basic needs of food, clothing and shelter?
6. What types of economic activities are engaged in by the Chinese?
7. How is China organized and governed?
8. How do the Chinese communicate with other people?
9. What kinds of leisure activities are used by the Chinese?
10. What kinds of transportation are used by the Chinese?
11. What kinds of values are accepted by the Chinese?
12. What changes are taking place in China?

Introductory activities will promote student formulation of these or similar questions. This model for investigating a people's culture represents recommendations of social studies educators over a long period of time. It is typical of the model for student inquiry used in many social studies series currently available on the commercial market.

B. Study Skills

The central purpose of studying China, as it is with other social studies units, ought to be the refinement of selected study skills. Although the mastery of subject matter content is important, it may be looked upon as a vehicle to encourage student use of investigative and expressive procedures.

A primary grade study of China enables students to focus on these skills:

1. To locate information in learning materials, texts, atlases, maps, filmstrips, films, study prints, and activities by:
   a. Using the title as a guide to content
   b. Using the table of contents (if applicable)
   c. Using the index and map legends
   d. Identifying questions to ask a resource person (either in school or on a field trip)
2. To acquire information from learning materials and activities by:
   a. Skimming to find a particular word or factual data
   b. Identifying specific information needed to answer questions
   c. Selecting statements that are pertinent to the topic
3. To organize information from learning materials and activities by:
   a. Selecting information from two or more sources to answer questions
   b. Classifying pictures, objects, dates, events, places, persons
   c. Composing a title for a map, graph, chart, picture or story
   d. Preparing a summary of information obtained from two or more sources
4. To interpret information obtained from learning materials and activities by:
   a. Changing the form (changing information in print form to pictoral form) of information
   b. Selecting key words in a sentence
   c. Comparing information obtained from two or more sources
   d. Noting relationships among items of information

e. Comparing information obtained from current sources with that previously acquired

5. To evaluate information obtained from learning materials and activities by:

   a. Distinguishing between fact and fiction

   b. Distinguishing between fact and opinion

   c. Deciding which sources of information are most valuable

   d. Noting agreement and disagreement between sources of information

6. To express knowledge and ideas through speaking by:

   a. Developing and using an adequate vocabulary

   b. Pronouncing words correctly

   c. Making statements in sentence form

   d. Answering or asking questions in discussion periods

   e. Exchanging ideas in discussion periods

7. To express knowledge and ideas through writing by:

   a. Developing and using an adequate vocabulary

   b. Spelling words correctly

   c. Forming meaningful sentences

   d. Writing short stories and plays

   e. Drawing and coloring, painting pictures

   f. Constructing art objects

   g. Constructing maps and charts

   h. Answering questions on worksheets

8. To display social skills in groups by:

   a. Assuming various supportive roles within a group

   b. Communicating ideas freely and clearly

   c. Accepting and integrating ideas of others

II. Lessons

This guide is composed of five initial lessons orienting students to the study of China. Following these lessons, ten additional experiences are outlined, focusing on selected aspects of current and traditional Chinese life. These ten lessons may be taught consecutively, or they may be set up as learning centers to be completed individually by students.

Following these fifteen lessons, unit culmination ideas are listed as well as supplementary puzzles reviewing vocabulary and key ideas presented in the unit.

A bibliography of picture books, reference books, filmstrips and films is included at the end of the unit.

Lesson I: What We Know About China

Outcomes:

1. Students will express current perceptions of China.

2. Students will identify questions for future study.

Materials:

Student: "China Is . . ." worksheet

Teacher: Chart paper
Marker

Activities:

1. Distribute copies of the worksheet "China Is . . ." Provide time for students to think and respond on their paper. Responses may include either writing or drawing.

2. Bring the class together to share responses.

3. Using the chart paper, record student originated questions for future study. The questions will be used to summarize and evaluate the unit during Lesson XVI. The following are examples of student questions which may be anticipated.

a) What does their alphabet look like?
b) What language do they speak?
c) What food do they eat?
d) Do they have cold weather in China?
e) What do their churches look like?
f) What do their houses look like?
g) How do they celebrate holidays?
h) What jobs do they do?
i) How does their clothing look?
j) Do they wear hats?
k) What are their schools like?
l) Do they have pets?
m) How do they travel?

CHINA IS...

Lesson II: Where in the World is China?

Outcomes:

1. Students will locate China on a map of the world.

2. Students will locate the United States on a map of the world.

Materials:

Student: World map

Teacher: World map transparency
Calligraphy sheet
Overhead projector
Transparency pen

Activities:

1. Introduce the characters for the words "middle country" using the enclosed sheet. Have the students project why the Chinese from ancient times would refer to their country as "middle country." (It is likely that the term originated from the ancient concept that China was the center of the world.)

2. Project the world map transparency. Distribute student copies of the world map.

   Identify and label North America and Asia. Discuss the distinction between a country and a continent. Locate the United States and China and have students label their maps accordingly.

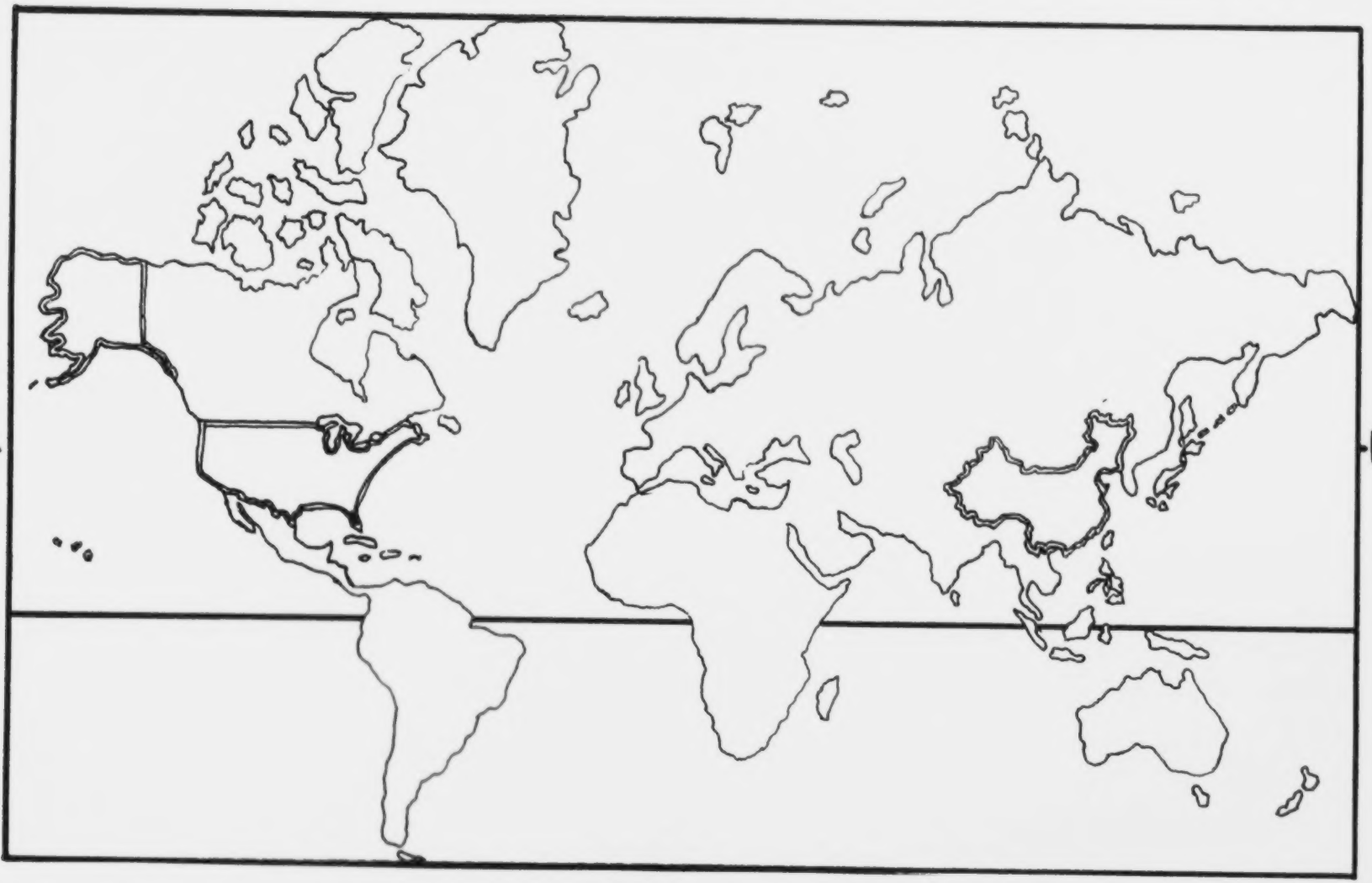
3. If time permits, have students locate and label the other continents and oceans.

(MIDDLE)

(COUNTRY)

NAME _____

N



W

E

WORLD

S

Lesson III: China and Asia

Outcome:

Students will locate on a map of Asia:

Japan	Sea of Japan
China	East China Sea
India	South China Sea
Union of Soviet Socialist Republics	Bay of Bengal
Pacific Ocean	Arabian Sea

Materials:

Student: Maps of Asia (unlabeled)
Colors

Teacher: Asia map transparency (unlabeled)
Overhead projector
Transparency pen
World wall map
6 centicubes or other small markers

Activities:

1. Using the world map, review the location of the continents and the distinction between a country and a continent.

2. Distribute copies of the Asia map. Project the Asia map transparency. Using the world map as a reference, have students take turns locating specific countries on the transparency map as the class labels their desk maps.

3. Place a centicube on the transparency over each of the following bodies of water:

Sea of Japan	Pacific Ocean
East China Sea	Bay of Bengal
South China Sea	Arabian Sea

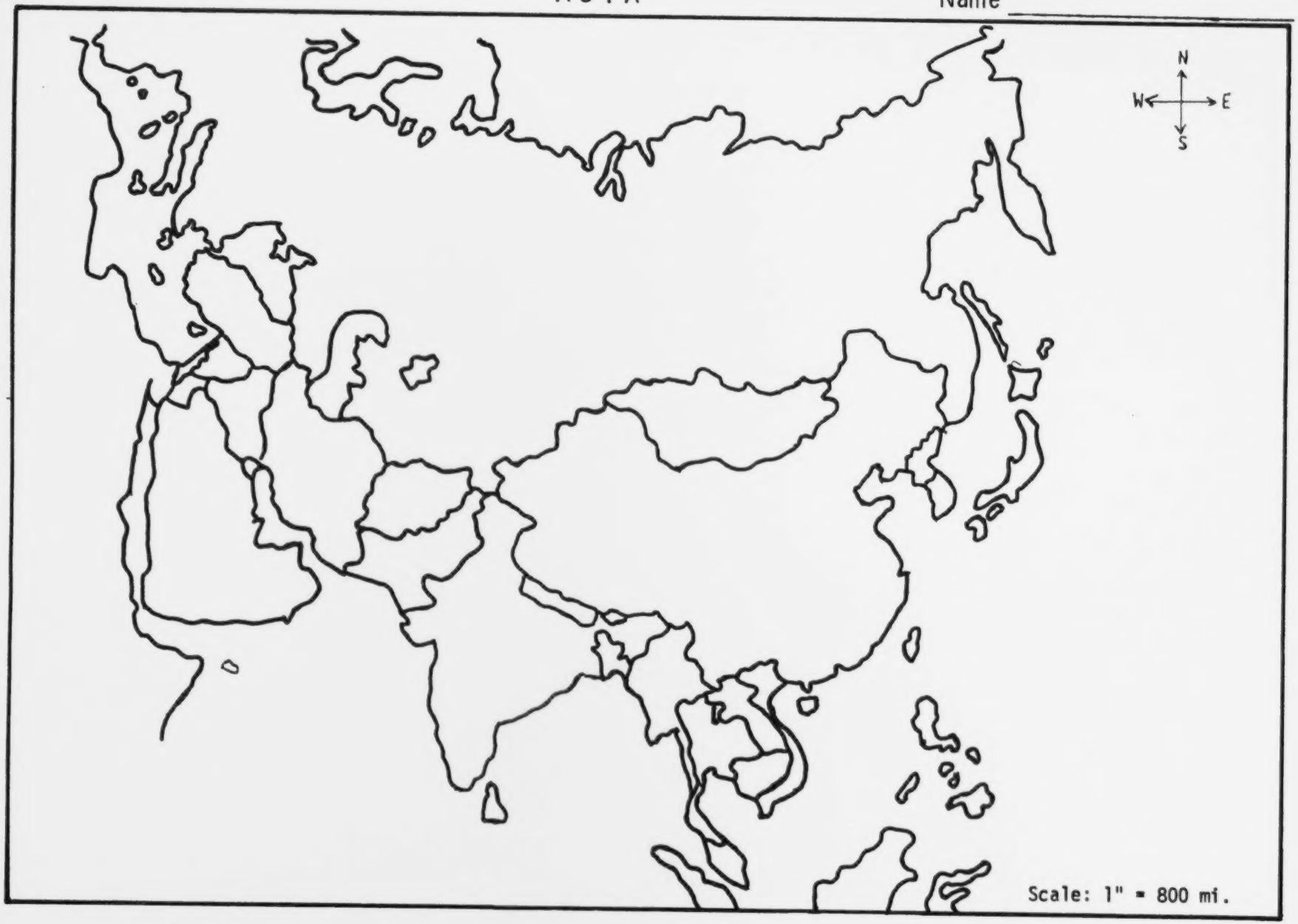
List on the blackboard the bodies of water above.

4. Challenge students to use the information on their maps to match the names of bodies of water to locations marked by centicubes.

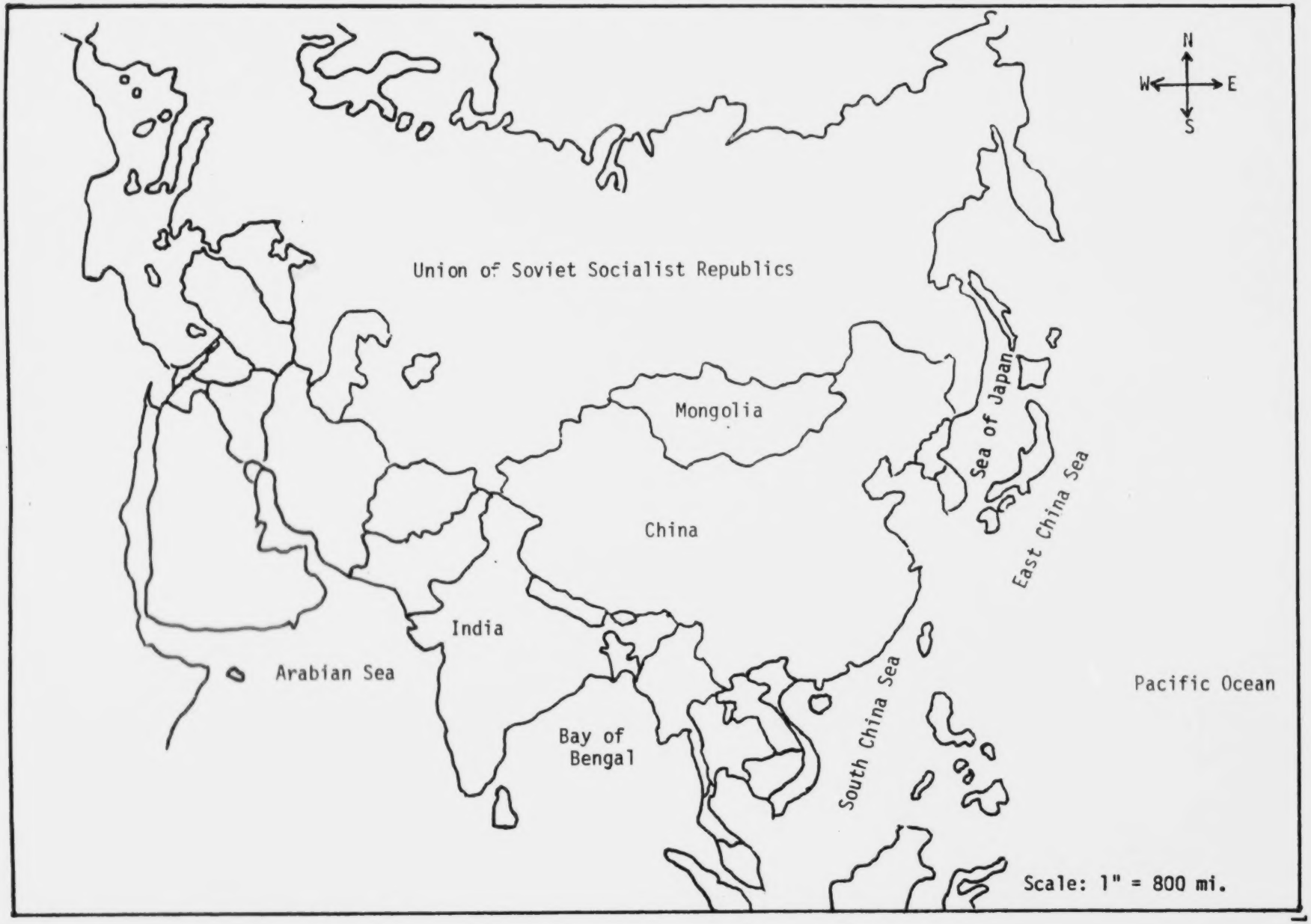
5. After maps have been labeled, allow time for students to color maps lightly.

ASIA

Name _____



ASIA


N
W
E
S
Union of Soviet Socialist Republics
Mongolia
China
India
Arabian Sea
Bay of Bengal
Sea of Japan
East China Sea
South China Sea
Pacific Ocean
Scale: 1" = 800 mi.

13

Lesson IV: Geography: China-United States Comparison

Outcomes:

1. Students will recognize that China and the continental United States are nearly the same size geographically.

2. Students will recognize that China and the United States have many of the same geographic features, ie. mountains, lowlands, rivers, coastlines, etc.

Materials:

Teacher: China outline map transparency
United States outline map transparency
China annual precipitation transparency
China major rivers transparency
Transparency marker
World wall map
Globe
Overhead projector

Activities:

1. **Introduce the lesson by asking the class to compare the geographic size of China with the continental United States. Pose the comparison as a problem. Have the students suggest possible ways to make the comparison. Have the wall map and globe easily available for reference. Students may suggest a variety of ways to solve the problem and will likely conclude that China is somewhat larger than the United States.**

2. Project the transparencies of the United States and China as a confirmation to their conclusion.

3. Ask students to suggest other ways in which the physical geography of China could be compared to the United States.

4. Using the transparencies and marker, roughly locate mountains, deserts, lowlands and coastlines. Note that roughly half of China is barren land. Project the annual precipitation transparency.

5. Have students project where China's major rivers would be located based on the information that they have.

6. Project the transparency of China's major rivers. The following information may be of interest to students.

Lesson IV (continued)

Huanghe River (Hwang Ho River)

The river gets its name from the yellow brown color of the water. One of the longest rivers in the world, it flows through deep mountain gorges eastward across broad plains where it is often flooded.

Changjiang River (Yangtze River)

The third largest river in the world, it begins in the mountains of Tibet. It flows eastward through great gorges to the sea.

Xijang River (Si Kiang River)

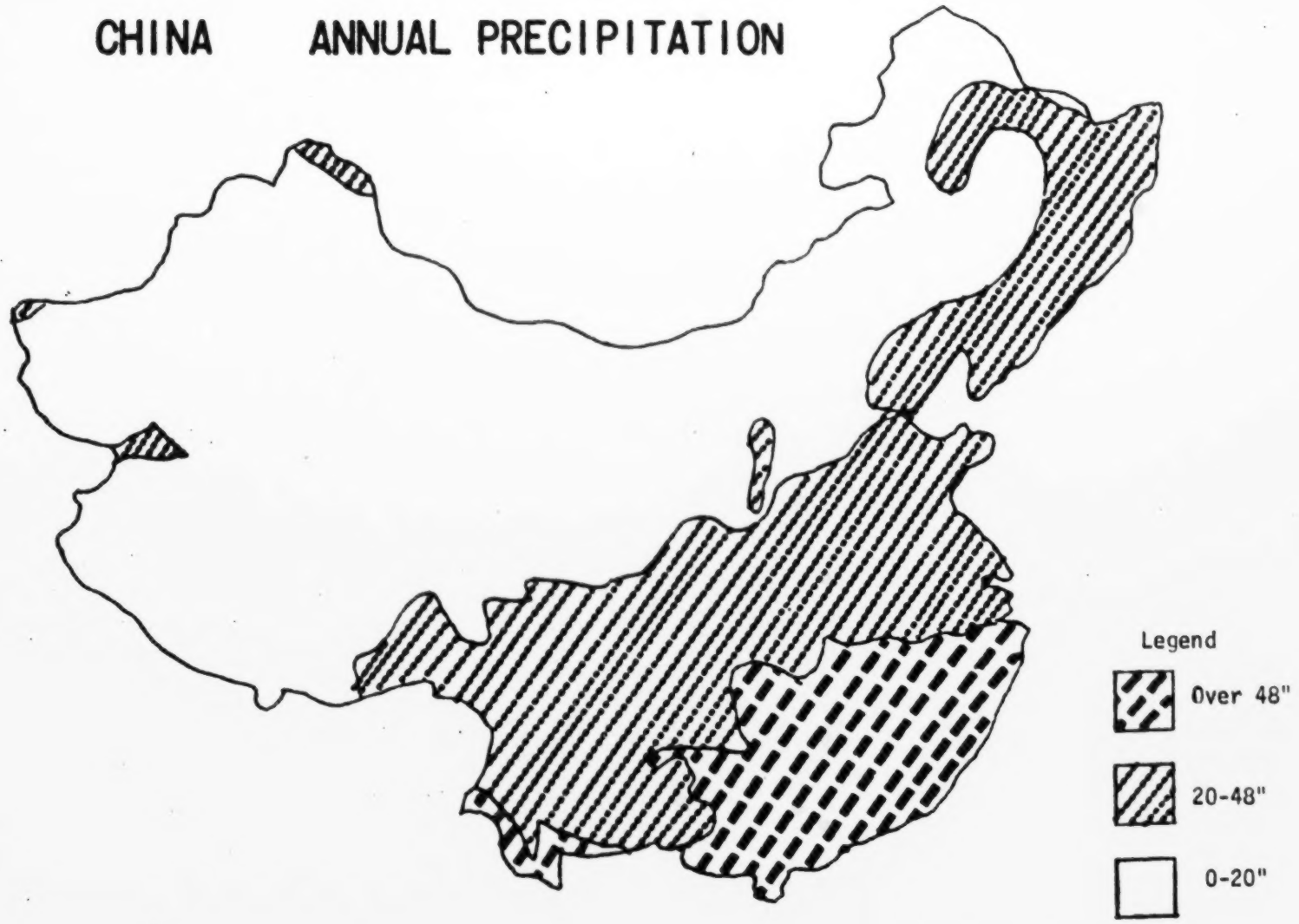
The Xijang River is the only large river in southern China. It flows into the South China Sea. Canton is located on the Xijang River.

22

Scale 1"=approx. 375 mi.

Scale: 1" = approx. 375 mi.

CHINA ANNUAL PRECIPITATION



Scale 1"=approx. 375 mi.

MAJOR RIVERS OF CHINA
N
W
E
S
Huanghe River
Changjiang River
Xijiang River
Scale 1" = approx. 375 miles

Lesson V: China's Major Cities

Outcomes:

1. Students will use geographic information to make hypotheses about China's population centers.

2. Students will become acquainted with the names and locations of some of China's major cities.

Materials:

Student: Maps of China's major cities and rivers (unlabeled)

Teacher: Transparency of China's major cities and rivers (labeled)
Overhead projector
Transparency marker

Activities:

1. Review the geographic information gained from Lesson IV.

   a. China's major rivers flow from the western mountains to the eastern seaboard.

   b. Most of China's western lands are barren.

   c. China's outlets to the sea are in the east.

   d. China's major precipitation is in the eastern half.

2. Distribute maps of China and have students label the rivers.

3. Without the aid of a wall map or globe, have students suggest where China's major cities would likely be located. Guide students to recognize a relationship between geographic features and population centers.

4. Have students print names of cities at specific locations. Use the labeled transparency as a guide.

5. Additional activities could include students researching information about each city noting Beijing as the national capital.

Name _____

MAJOR CITIES OF CHINA

Scale 1" = approx. 375 miles

21

MAJOR CITIES OF CHINA
N
W
E
S
Haerbin
Shenyang
Beijing
Tianjin
Huanghe River
Shanghai
Wuhan
Nanjing
Chongqing
River
Changjiang
Guangzhou
Xijiang River
Hong Kong
Scale 1" = approx. 375 miles

III. Additional Experiences

The following ten additional experiences focus on selected aspects of current and traditional Chinese life including:

- Flags of China
- Agriculture
- Chinese Calligraohy
- Folk Tales
- Chinese Calendar
- Inventions of China
- Crafts: Embroidery
- Karate
- Tangrams
- Confucius Say

These lessons may be taught consecutively or be set up as centers. Many of these experiences may take more than one class period.

Lesson VI: Flags of China

Outcome:

Students will recognize the difference between The Republic of China and the People's Republic of China as to the flag, the government and the history.

Materials:

Student:	Red construction paper,	8 1/2 x 11	(2 per student)
	Blue "	" 4 x 5	(1 per student)
	Yellow "	" 4 x 5	(1 per student)
	White "	" 4 x 5	(1 per student)

Teacher: Map of world or globe
A filmstrip overviewing China's recent political history
(Example: See Bibliography for SFS 511, 594, 708, 712)

Activities:

1. Introduce the lesson by locating the People's Republic of China and the Republic of China (Taiwan) on a world map or globe.

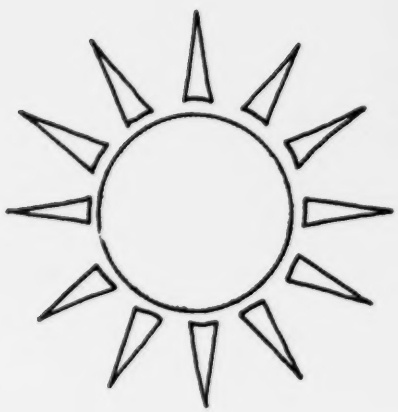
2. Show a filmstrip which overviews the history of China focusing on the overthrow of Chiang Kai-shek and the rise of Chairman Mao.

3. Show examples of the flags of the two countries. Review the distinctions between the two countries.

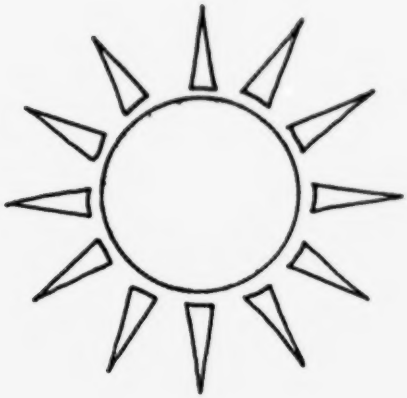
4. Distribute materials and make a flag of the People's Republic and the Republic of China.

RUN ON YELLOW PAPER

RUN ON WHITE PAPER



Flag of the Republic of China



Lesson VII: Agriculture

Outcome:

Students will recognize which crops are grown in various regions of China.

Materials:

Student: Maps of China
Colored markers
Encyclopedias and reference books

Teacher: Sample crops (rice, wheat, etc.)
Sample pictures (from picture sets, filmstrips, magazines)
Enlarged laminated crops of China maps

Activities:

1. Show a filmstrip on Agriculture in China (See Bibliography). Discuss communes, terracing, major crops (pass around samples of seeds), major foods, and rice paddies. Discuss methods of farming using pictures as examples.

2. Using reference books and filmstrips, have the students locate areas on their maps where various crops are grown. Start with the first crop listed in the legend, make a symbol in the legend, place symbols on the map where those crops are grown. Repeat until the legend and maps are completed. Review areas of rainfall and desert to show the relationship between agriculture and climate.

Name: _____

MAJOR CROPS OF CHINA
(Student Map)

Crops

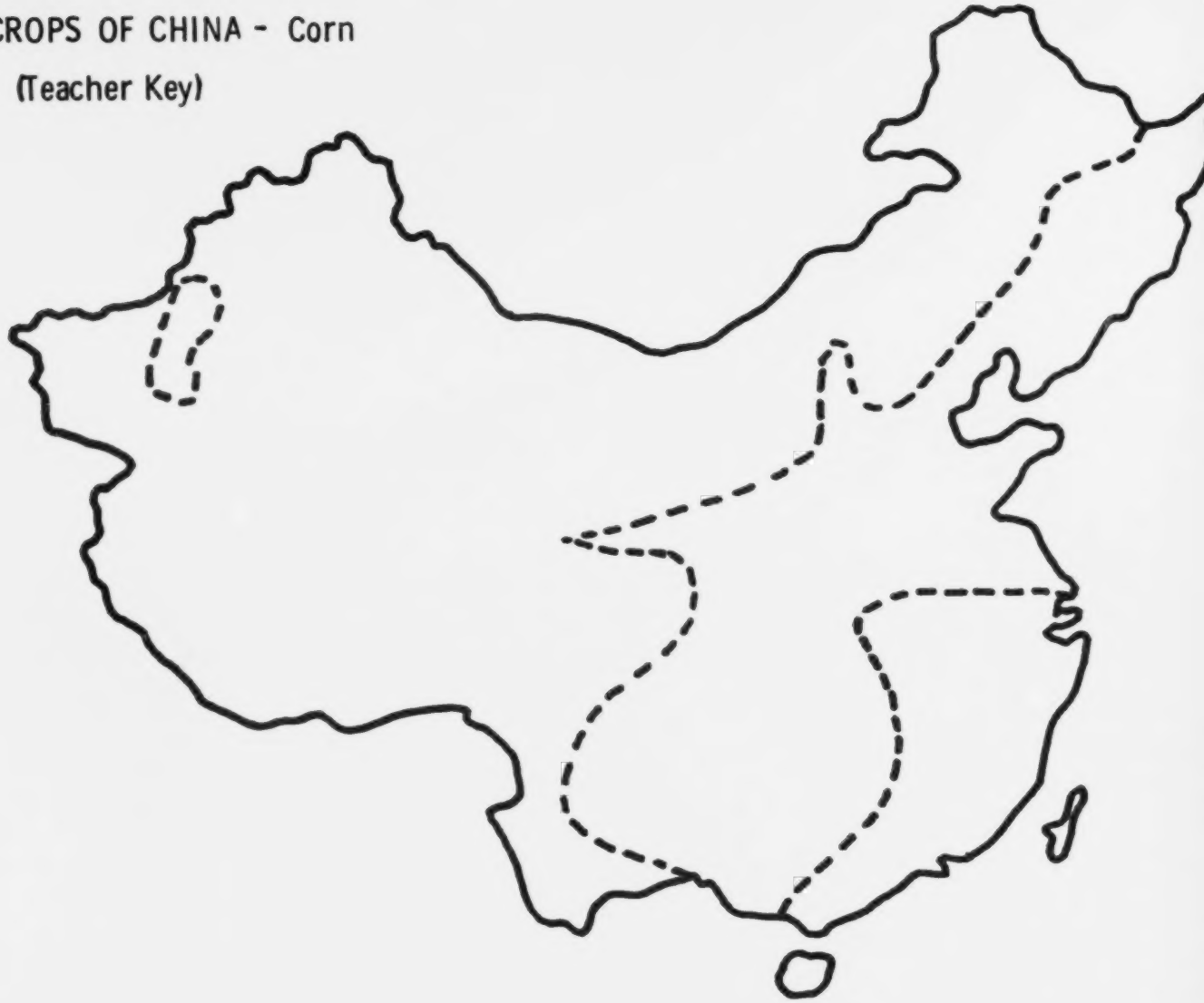
Corn	Rice
Wheat	Cotton

Scale: 1" = approx. 375 miles

29

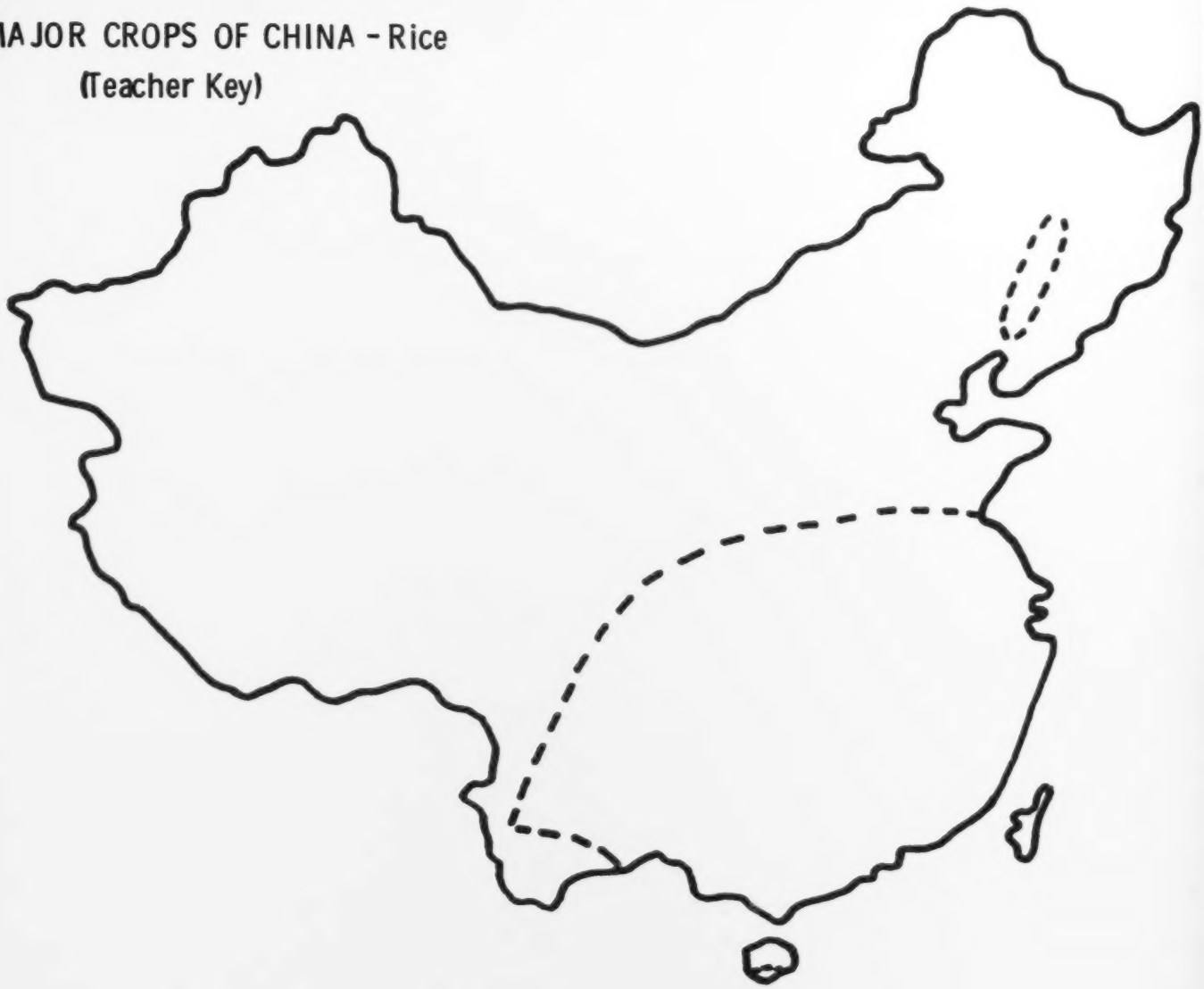
MAJOR CROPS OF CHINA - Corn

(Teacher Key)



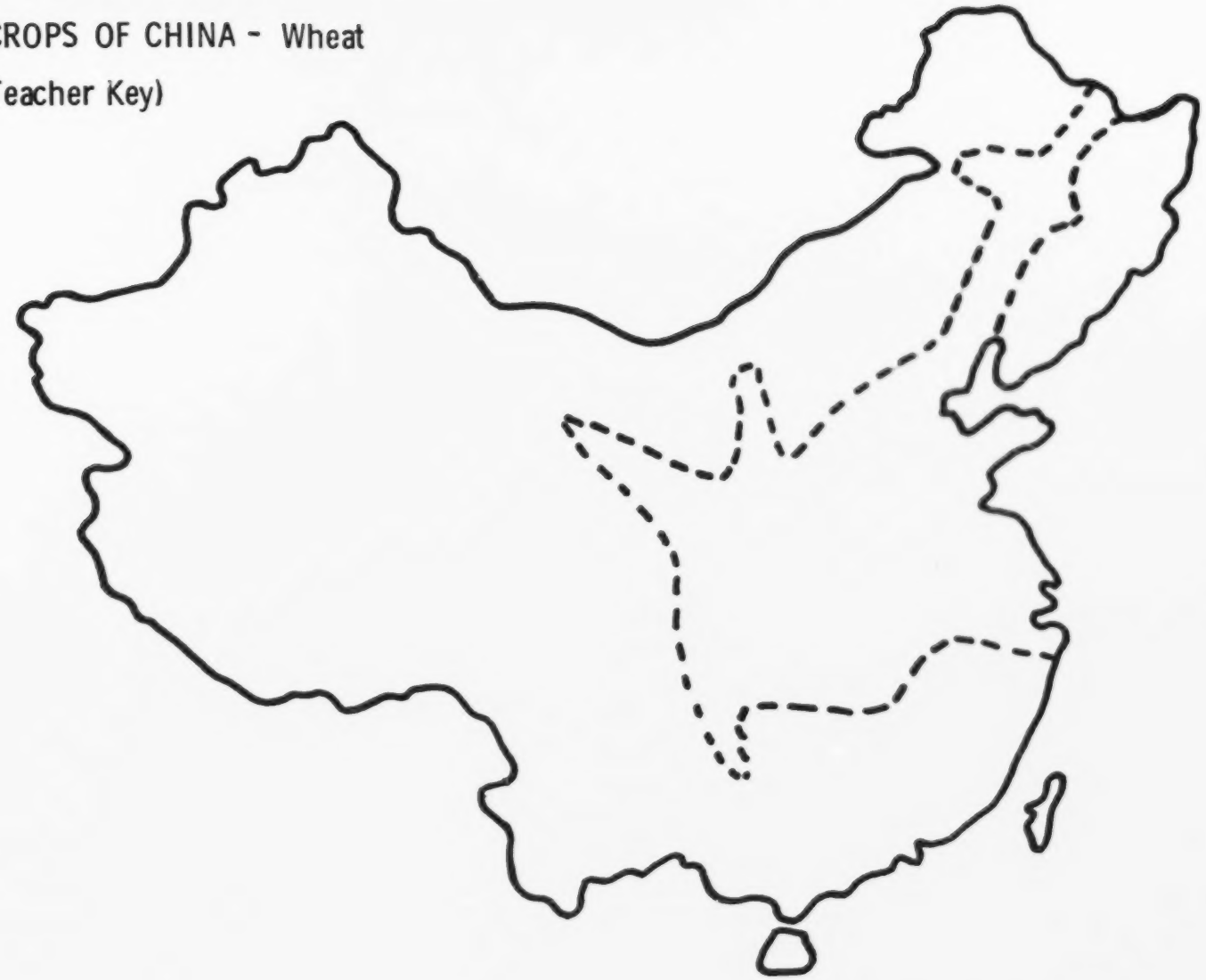
MAJOR CROPS OF CHINA - Rice

(Teacher Key)



MAJOR CROPS OF CHINA - Wheat

(Teacher Key)



MAJOR CROPS OF CHINA - Cotton

(Teacher Key)

Lesson VIII: Chinese Calligraphy

Outcomes:

1. Students will gain an understanding of the Chinese writing system.

2. Students will recognize the difference between a system of letters and writing by characters or pictures.

Materials:

Student: Black paint
Brushes
Piece of material 5" x 11" (1 per student)
Yarn
Dowel 6" (2 per student)
Calligraphy booklet, with a red construction paper cover

Teacher: Chart of common Chinese characters (see following sheet)
Chart of Chinese numerals (see following sheet)
Matches
Glass bowl
Small paint brush
Cooking oil

Activities: Introduction to Calligraphy

1. Give a brief history of calligraphy. The Chinese evolved the method for writing characters as characters evolved in complexity.

2. Demonstrate a method used by the Chinese for making ink. Light a candle and allow it to blacken the inside of a glass bowl by holding the bowl over the flame. Add a small amount of oil to the bowl, mix the oil and carbon particles to form a type of ink. Using the brush, demonstrate writing by copying a few characters.

3. Present the chart of Chinese characters comparing and contrasting various characters.

4. Allow students to take turns making ink and writing a character of their choice on the cover of their booklet. Provide black paint and brushes for students to copy characters and numerals into their calligraphy booklets.

5. Provide each student with a 5" x 11" piece of cloth. (These may be seamed at the top.)

Lesson VIII (continued)

6. Have each student select a character(s) they would like to write on their hanging.

7. Provide black paint and brushes for students to use when copying characters.

8. Pass out dowels and yarn. Students may make a hanger and yarn tassels to complete their hanging.

CHART OF CHINESE CHARACTERS

日	sun	田	field
山	mountain	門	door, gate
回	return	人	man
月	moon	火	fire
木	wood, tree	行	street
水	water	竹	bamboo
女	woman	目	eye
子	child	雨	rain
手	hand	車	car, vehicle
口	mouth	米	rice

CHART OF CHINESE NUMERALS

1

6

2

7

3

8

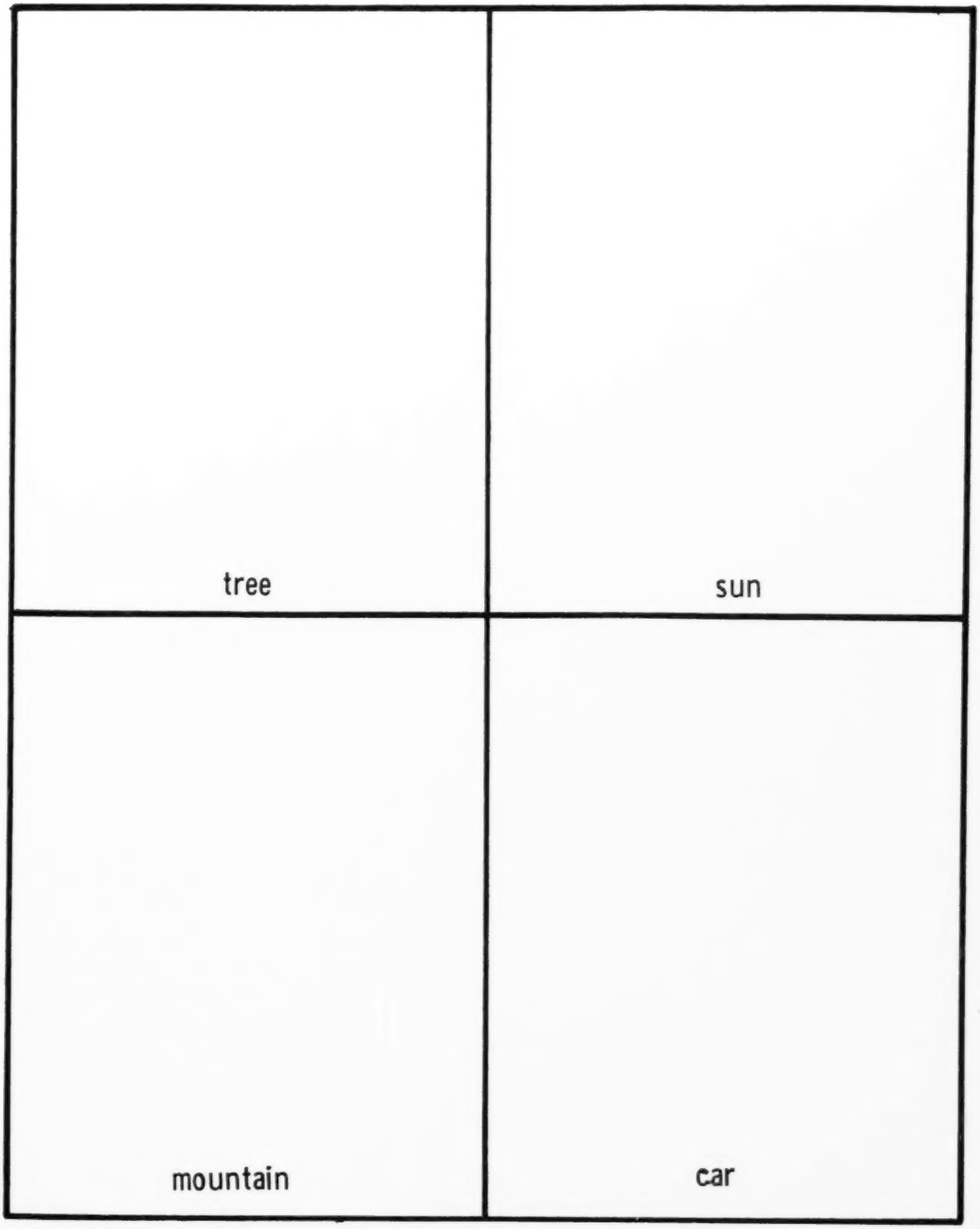
4

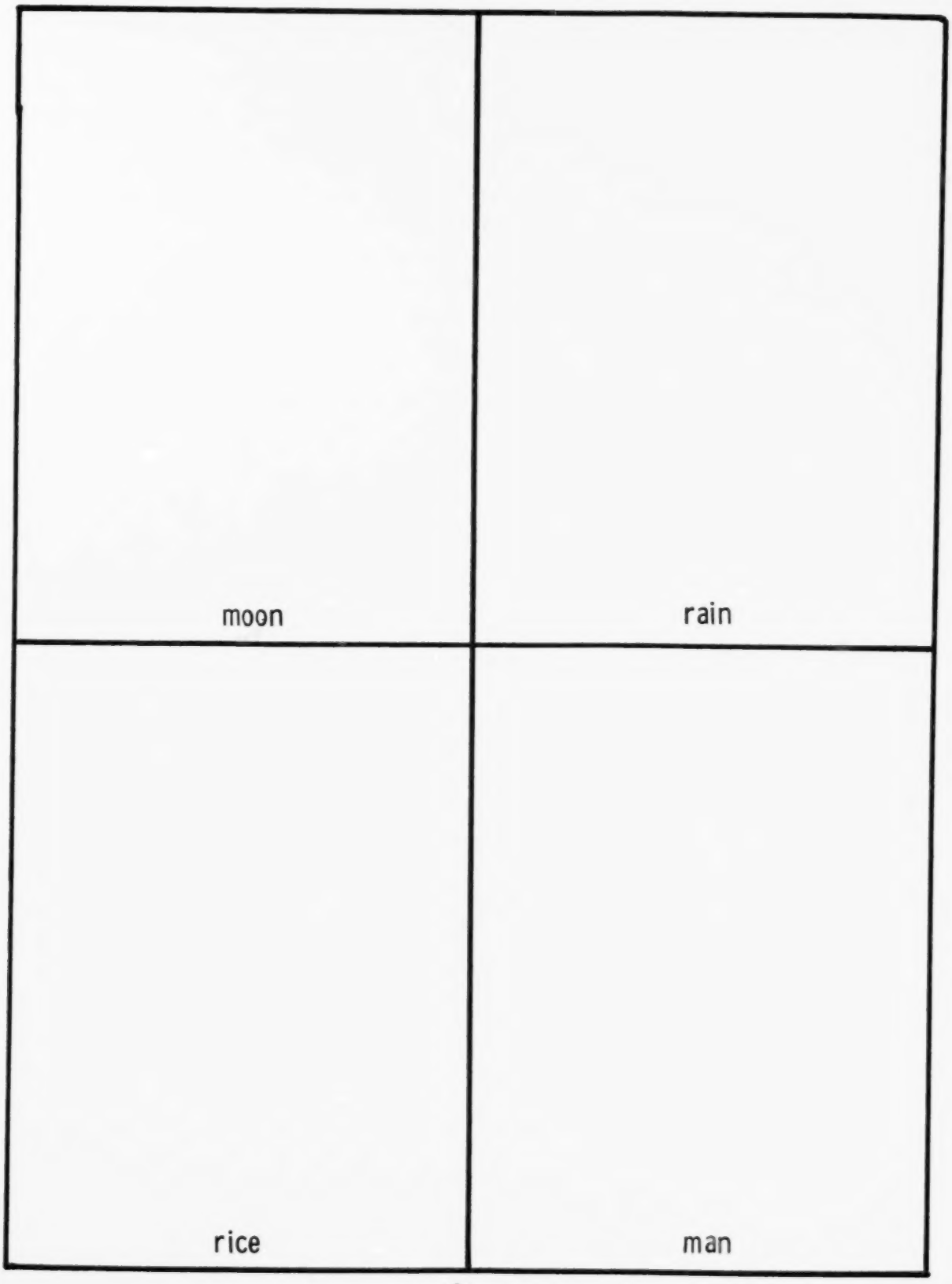
9

5

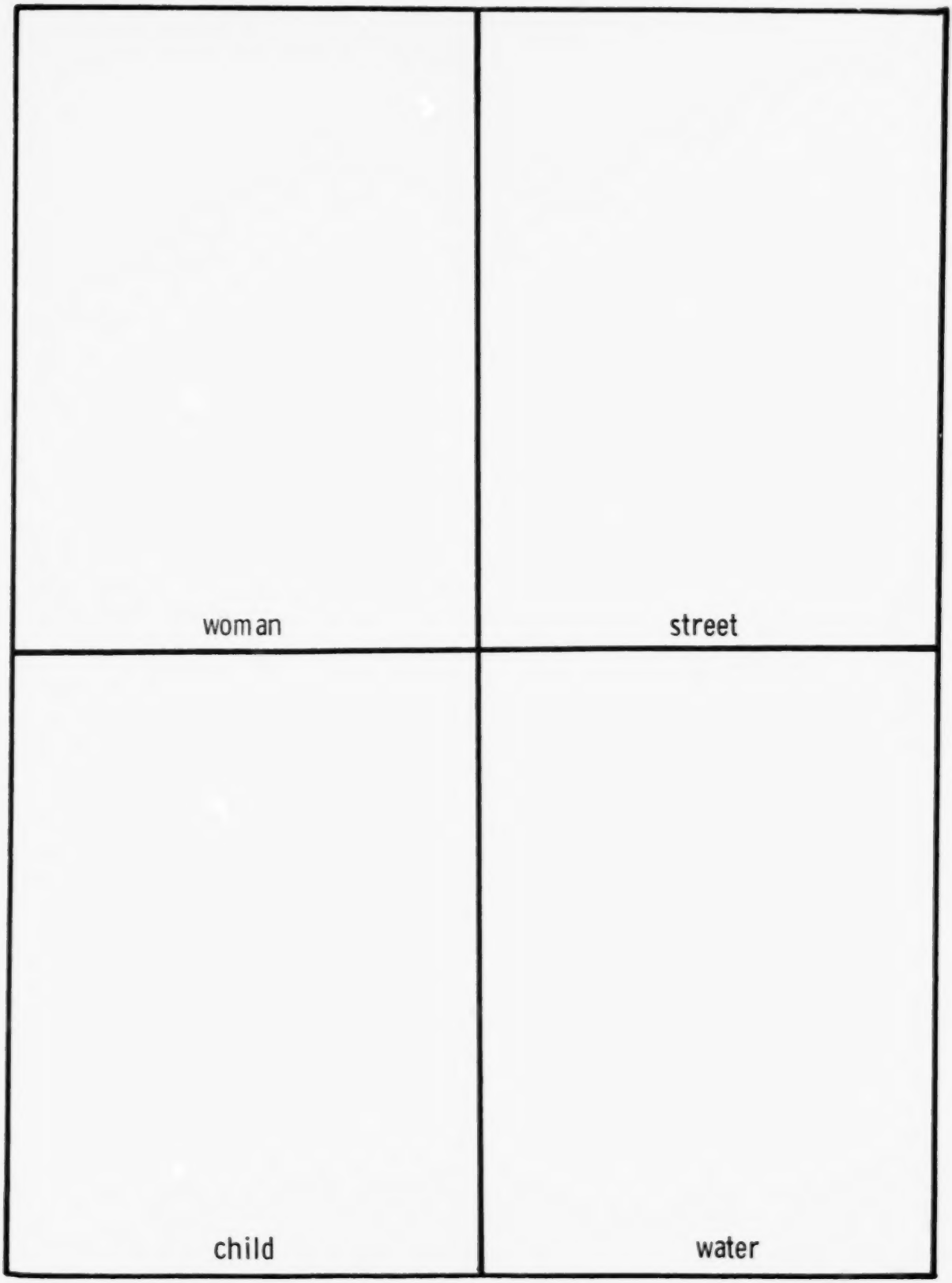
10

Practice writing the following words using Chinese characters.





2


woman
street
child
water

Practice writing Chinese numerals for 1-10.

1	2	3	4
5	6	7	8
9	10		

How old are you? _____

Write the Chinese numeral for your age here.

Lesson IX: Folk Tales

Outcome:

Students will gain an appreciation of Chinese folklore.

Materials:

Student: Miscellaneous materials for shadow puppets (sticks, construction paper, etc.)
Glue
Scissors

Teacher: Chinese folk tale filmstrips (see Bibliography)
Chinese folk tale books (see Bibliography)
Projection lamp
Large white sheet

Activities:

1. Read Chinese stories to students and show filmstrips of Chinese folk tales providing several experiences where students are exposed to traditional Chinese folk tales.

2. Discuss the stories which students have read. Have students compare and contrast these stories for common themes and events.

3. Provide students with materials to make shadow puppets from one of the folk tales. The students should perform the puppet play between the projection lamp and the suspended white sheet so that a shadow is cast on the sheet. The audience will see the shadows but will be unable to see the actual puppets.

Lesson X: Chinese Calendar

Outcomes:

1. Students will become acquainted with the animals representing years in China.

2. Students will identify the sign under which they were born.

Materials:

Student: Worksheets: Chinese Years, Animal Characters
Bookmarks (see following sheets)
Pencils
Crayons

Activities:

1. Distribute copies of the worksheets.

2. Introduce students to the twelve-year cycle of animals representing the years in China. The cycle begins with the year of the mouse and ends with the year of the pig.

3. Provide time for students to complete the sheets. When finished, students may make a bookmark using the appropriate animal for the year they were born. (A chart of years is included for teacher reference.)

Name _____

CHINESE YEARS

1. Which year is the first year? _____

2. Which year is the last year? _____

3. Which year comes after the Year of the Ox? _____

4. How many different animals are used to name the years in China?

   _____

5. What animal represents this year in China? _____

Name _____ 45

ANIMAL CHARACTERS

Write the character for each animal.

1. Sheep _____
2. Horse _____
3. Tiger _____
4. Monkey _____
5. Dog _____
6. Dragon _____
7. Snake _____
8. Pig _____
9. Mouse _____
10. Rabbit _____
11. Ox _____
12. Rooster _____

Can you figure out what animal each symbol represents?

_____

_____

_____

_____

CHART OF CHINESE YEARS

1972	Year of the Mouse
1973	Year of the Ox
1974	Year of the Tiger
1975	Year of the Rabbit
1976	Year of the Dragon
1977	Year of the Snake
1978	Year of the Horse
1979	Year of the Sheep
1980	Year of the Monkey
1981	Year of the Rooster
1982	Year of the Dog
1983	Year of the Pig

YEAR OF THE MOUSE

Aggressive, power-hungry, suspicious, honest, sentimental, socially adept

YEAR OF THE OX

Stubborn, reliable, want to be captain of the ship, perform well when their powers can be used

YEAR OF THE TIGER

Charming, unconcerned with security, take great risks

YEAR OF THE RABBIT

Successful business partner for anyone, not risk takers, avoid conflict, like security

YEAR OF THE DRAGON

Bossy, loud, garish, unfaithful, successful, popular, do well in acting, flashy in politics

YEAR OF THE SNAKE

Inclined toward abstract thought, gifted in occult sciences, idealistic, attractive

YEAR OF THE HORSE

Hard working, difficult to get along with, like to have their way, successful at politics

YEAR OF THE SHEEP

Warmhearted, vulnerable, disorganized, elegant, creative, artistic

YEAR OF THE MONKEY

Intelligent, clever, make close friends, a barrel of laughs, not completely trustworthy

YEAR OF THE ROOSTER

Cannot be bossed, likes details, outspoken, adventurous, dreamer, makes excellent friend

YEAR OF THE DOG

Good listener, loyal honest, dedicated, cynical, intelligent

YEAR OF THE PIG

Reliable, honest, difficulty making up their minds, make good friends, thirsty for knowledge, idealistic

Lesson XI: Inventions of China

Outcomes:

1. Students will count, add and subtract on a 3-bar abacus.
2. Students will recognize several inventions originating in ancient China.

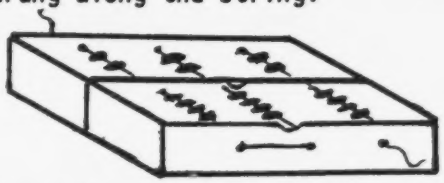
Materials:

Student: 3-bar abacus (1 per student)
Booklet: Abacus-Suanpan (1 per student)

Teacher: Book: The Chinese Knew by Tillie S. Pine and Joseph Levine (see Bibliography)
Overhead projector

Activities:

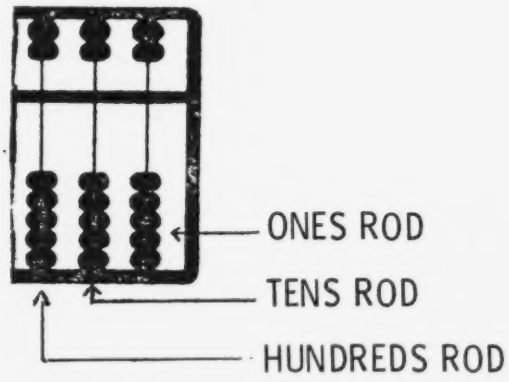
1. Read The Chinese Knew. Review various inventions mentioned and discuss why they were invented. The students should conclude that inventions make our work easier and/or entertain us.
2. Introduce the abacus as an important Chinese invention. Help the children to make an abacus by using the top and bottom of a box (like a check box) attached side by side. String can be laced through the sides of the boxes with clay beads made from modeling clay strung along the string.



3. By cutting out the bottom of an abacus box, you may use the overhead projector to demonstrate basic abacus positions. Show the value of each rod. Point out the value of the two beads on the top half of each rod. Demonstrate "clearing" the abacus and remind students they always begin this way.
4. Use the booklet "Abacus-Suanpan" to practice adding and subtracting. Determine the highest number possible to build on a 3-rod abacus.

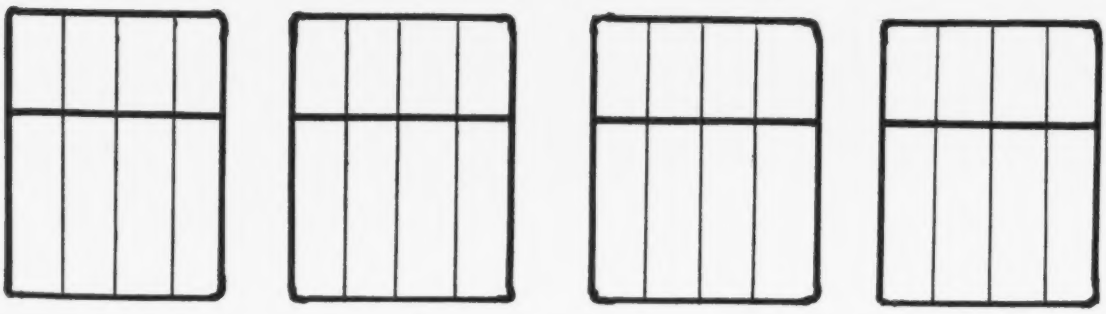
ABACUS - SUANPAN

The Chinese are known for many great inventions. One of their inventions is known as the ABACUS. In Chinese it is called SUANPAN. It can be used in math to add, subtract, multiply, and divide.

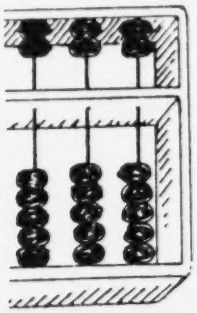


Build the numbers 6, 7, 8, and 9 on your abacus. Show what your abacus looks like.

6 7 8 9

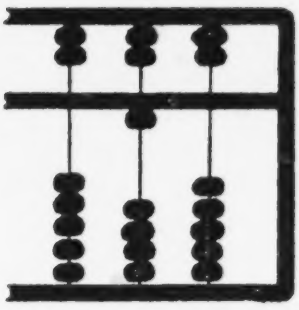


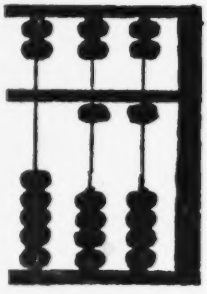
The first thing you need to do is clear your abacus. Move all of the beads in the top part of your abacus to the top of the frame and move all of the beads in the bottom part of your abacus to the bottom of the frame.



When you have moved one bead in the top part down to the beam and have moved all five beads in the bottom part of your abacus to the beam, you have built the number 10. Another way to show 10 is to move one bead to the frame in the bottom section of the next column.

10

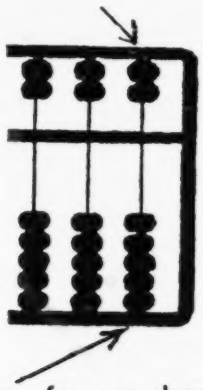




This is 11. With a number of 10 or more, do the digit farthest to the left first.

Build 12, 13, 14, 15 on your abacus.

Each bead at the upper part of the abacus has a value of five.



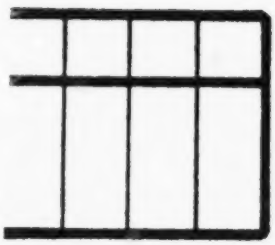
Each bead at the bottom of your abacus has a value of one.

8

ADDING ON YOUR ABACUS

36 + 62 = _____

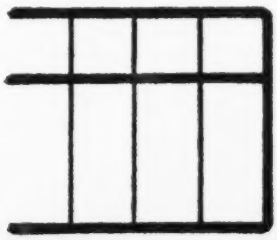
Build the number 36 on the abacus.
Draw your abacus.



Next, from left to right, add six tens to three tens.
In the ones column, add two ones to six ones.

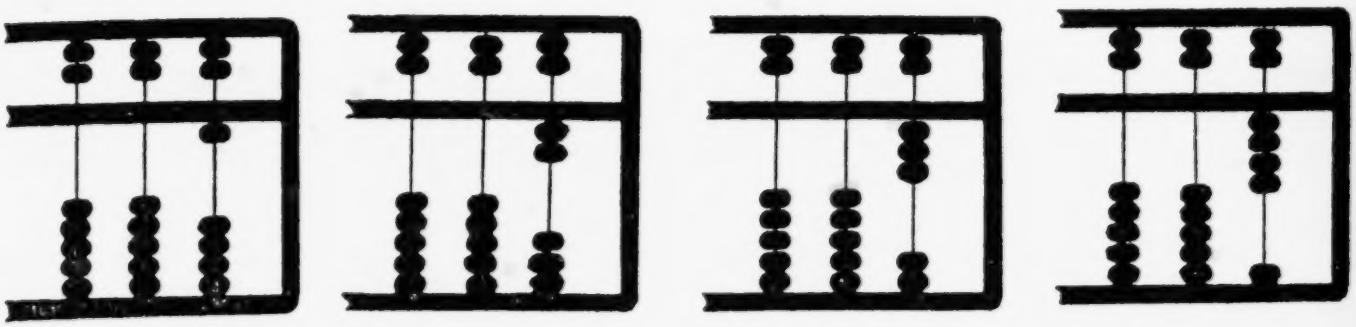
Draw your answer:

This is
the number ____.



When you build a number on your abacus, you move the beads to the middle beam. Study these suanpans and read the numbers.

1 2 3 4



9

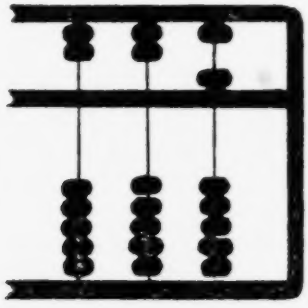
The Chinese are responsible for inventing the abacus (suanpan), the wheel, ink, kites, and fireworks, to mention only a few.

Look around. Do you see any inventions? Why do people invent things?

You create a new invention.

To build 5, moves the ones bead in the top part down to the beam, and move the beads in the bottom part of your abacus to the bottom of the frame. (In addition, you won't use the fifth bead at the bottom of the abacus.)

5



10

MY INVENTION

Lesson XII: Crafts: Embroidery

Outcome

Students will learn 3 basic embroidery stitches.

Materials:

Student: Background paper on embroidery
Cloth
Pattern
Tape
Needles
Yarn or thread
Scissors
Pencil
Articles with Chinese embroidery on them

Activities:

1. Distribute copies of the paper "Embroidery." Have students read, then discuss this background information. Display Chinese articles with embroidery on them.

2. Have students tape a pattern on a piece of cloth. Demonstrate how to sew three basic stitches, one stitch at a time. Students can practice each stitch after directions are given.

   a) satin
   b) cross
   c) back

3. Students may create their own designs at the bottom of their patterns and embroider it.

EMBROIDERY

Embroidery is the making of a piece of material by using a needle and thread. Embroidery was first found in China in 1558-1051 B. C. Rich women would practice embroidering their flower gardens on different things. Embroidery was done on sheets, blankets, bed curtains, wall hangings, clothes, slippers, and mirror and fan cases.

Today the Chinese still embroider pillow cases (even found on trains), blankets, tablecloths, and pictures. They use the same stitches as we do, but they are better at them. They also use different choices of colors to make sure their embroidery looks different from anybody else's. The number of stitches has grown from the traditional 15 to 40, and they have 1000 shades of color. Some designs that are made are birds, flowers, cats, goldfish, landscapes, and even some pictures of places where Chinese wars were fought, such as the Red Flag Canal and Yangtze River Bridge.

Embroidery is still used and considered an art in China today.

EMBROIDERY DIRECTIONS

1. Write your name on a piece of tape. Place it on the back of your material.

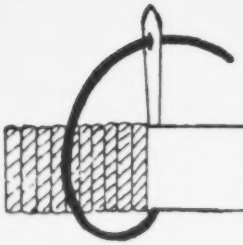
2. Tape the pattern to the front of your material.

3. Choose a needle and thread, then stitch over the pattern.

4. Follow the directions to make the stitches.

5. Create your own design and embroider it.

6. Tear off the pattern.

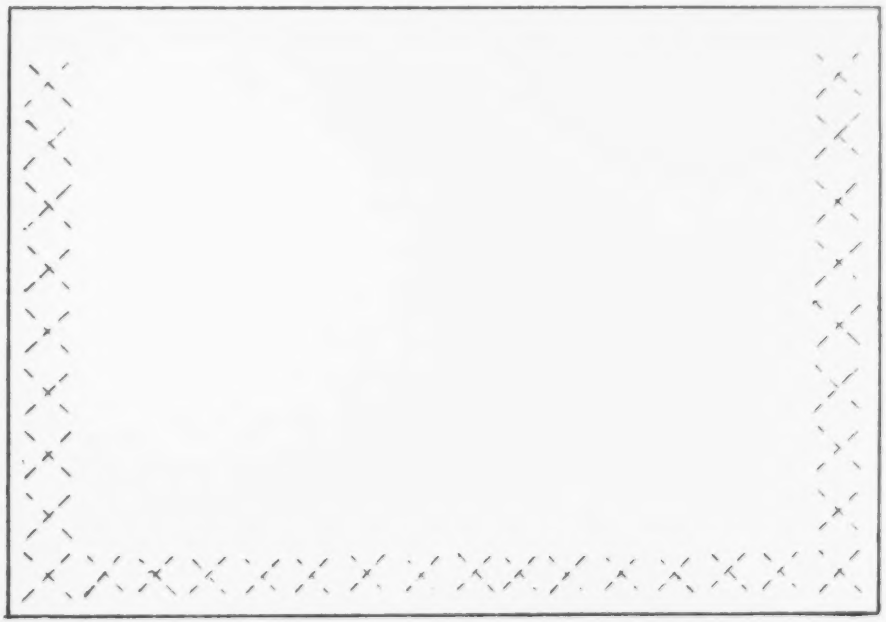


Practice satin stitch here:

Practice cross stitch here:

Practice back stitch here:

Draw a design. Embroider it.



Lesson XIII: Karate

Outcome:

Students will be introduced to the art of self defense called karate.

Materials:

Student: Karate sheet

Teacher: Guest speaker
Reference books on karate

Activities:

1. Invite a speaker to discuss and demonstrate the art of karate.
2. Provide students with materials to extend their understanding of karate (books, filmstrips).
3. Assign the worksheet covering the main ideas presented. Have students complete the sheet.

Name _____

KARATE SHEET

Directions: Choose the best answer. Write the letter in the blank.

1. Karate means _____
2. _____ were forbidden to carry weapons.
3. Te means _____.
4. _____ are three style of Karate.
5. A Karate instructor usually has a _____.
6. _____ are two forms of Chinese unarmed combat.
7. A beginner wears a _____ belt.
8. _____ are more powerful than punches.
9. Katas is _____.
10. _____ are requirements of Karate.

a. hand

b. black belt

c. Kicks

d. Chinese monks

e. white

f. fighting with the empty hand

g. Okinawan, Korean, Japanese

h. Kempo, Kung-fu

i. Form, speed, balance, strength, timing

j. formal exercises

Lesson XIV: Tangrams

Outcome:

Students will explore the concept of congruency using the tangram pieces to fit patterns.

Materials:

Student: Tangram packet
Tangram pieces run on cardstock (1 set per student)

Activities:

Originally from China, tangrams are puzzles. They are over 4,000 years old. The object of the game is to use all seven puzzle pieces to form each of the patterns.

1. Remove a pattern from one of the envelopes.

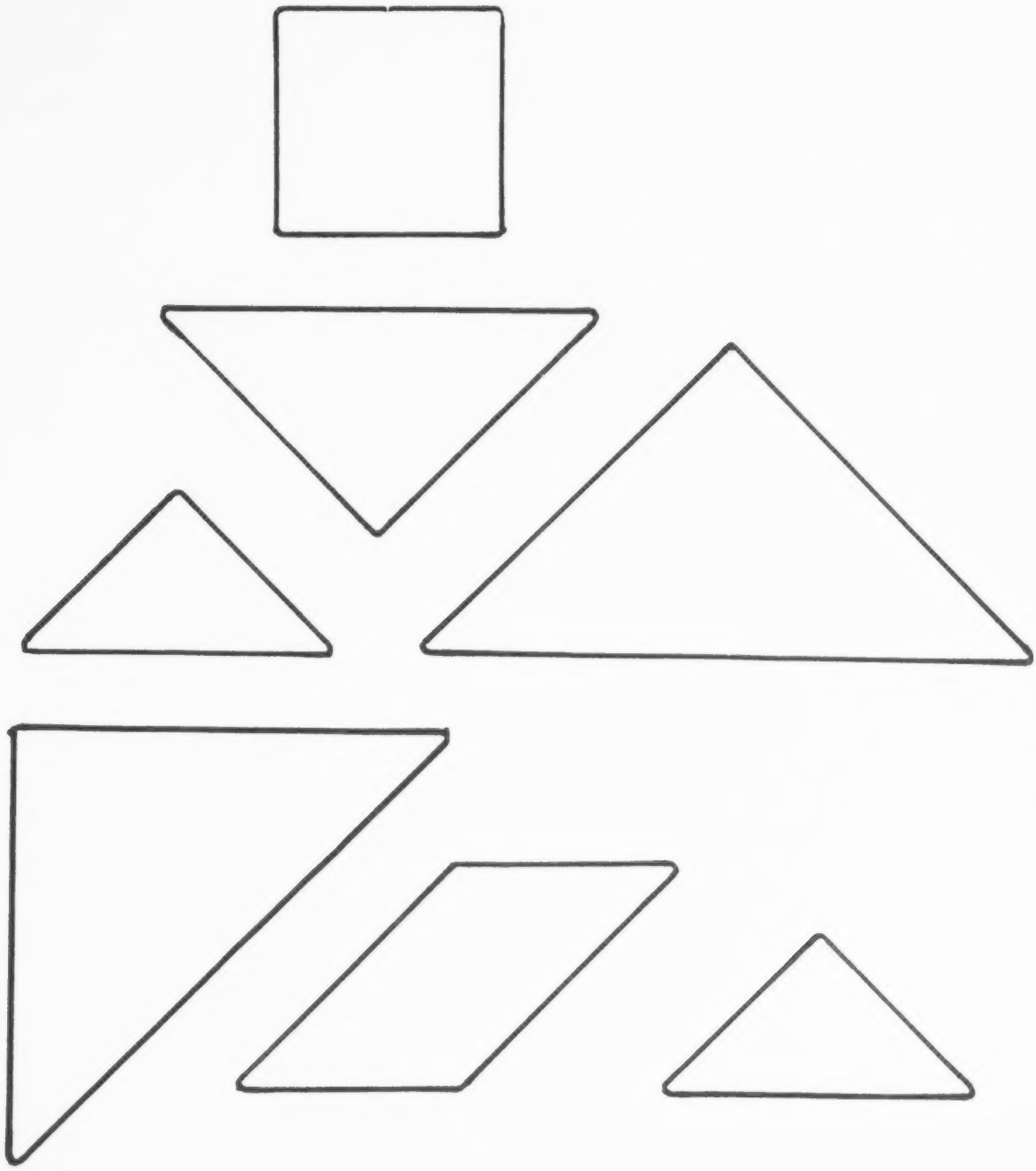
2. Place the tangram pieces on the paper to match the pattern.

3. Outline the puzzle pieces on the pattern to show how they fit.

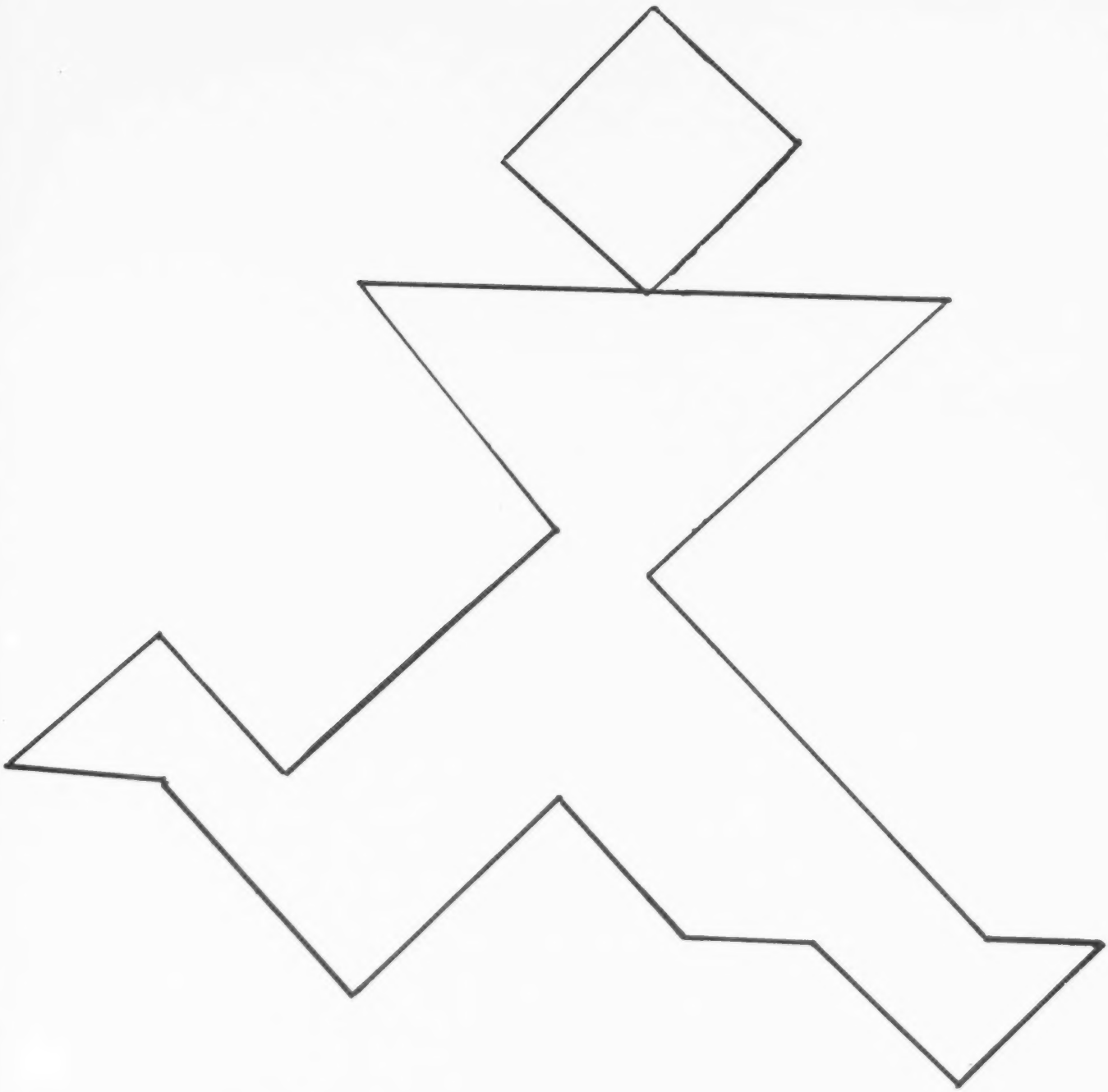
4. Put the tangram pieces back into the bags when you're finished.

Optional: If time permits, encourage students to create tangram puzzles.

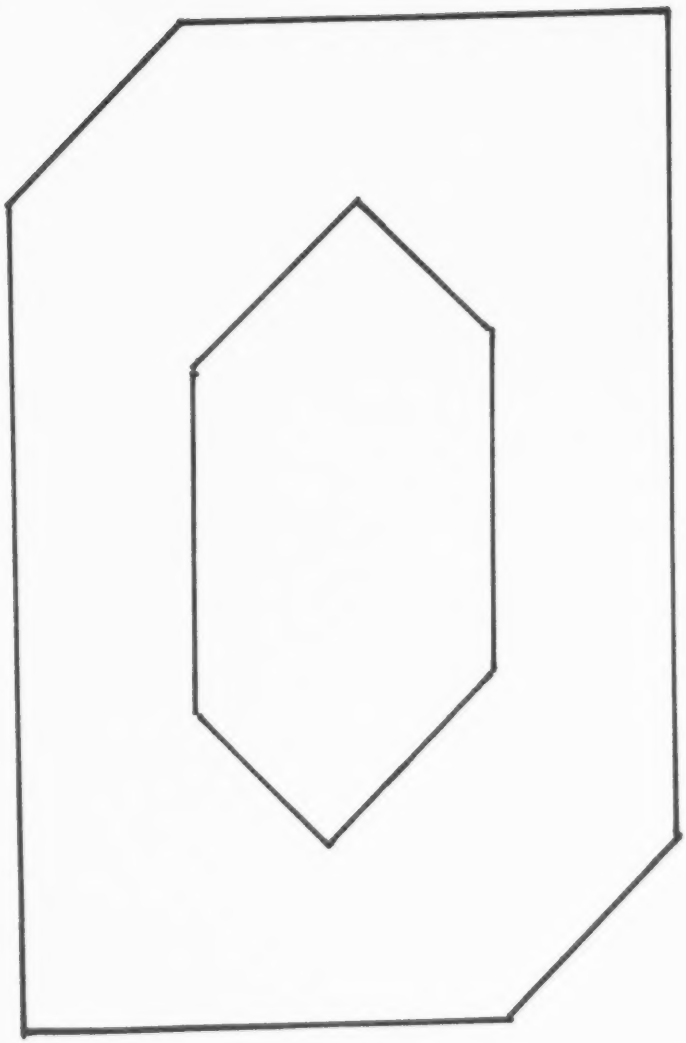
TANGRAM SHAPES



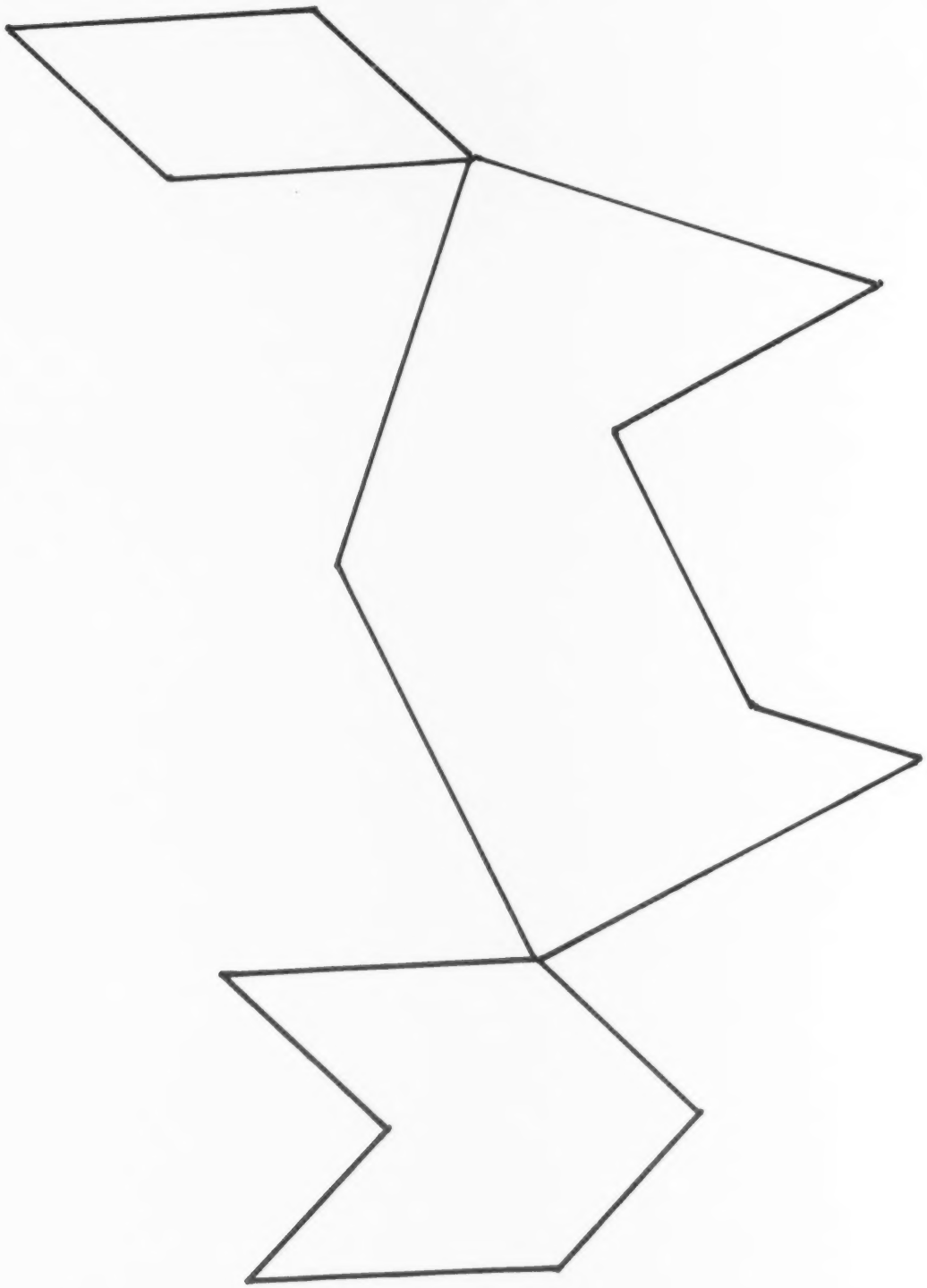
Pattern A



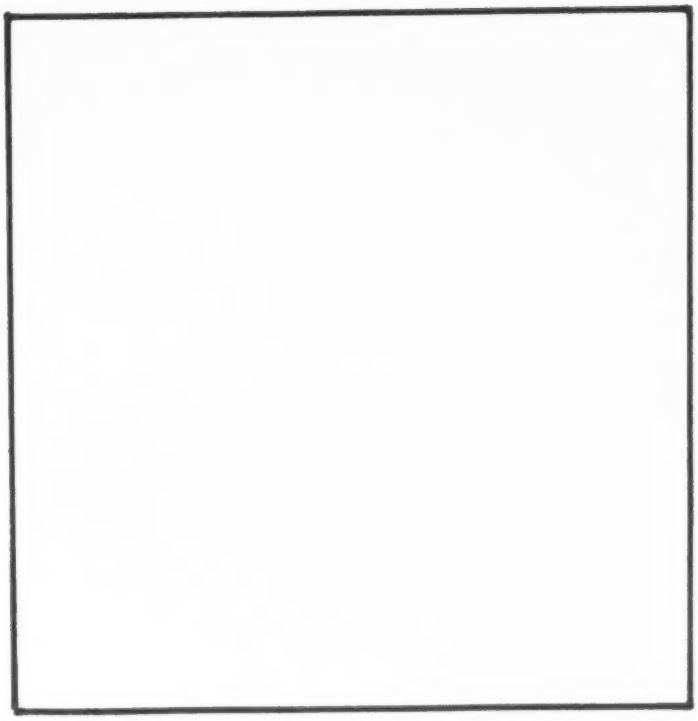
Pattern B



Pattern C



Pattern D



Lesson XV: Confucius Says

Outcome:

Students will create present-day sayings similar to Confucius sayings.

Materials:

Student: Pencils
Paper

Teacher: Picture of Confucius (optional)
Quotes from Confucius

Activities:

1. Read several sayings of Confucius, such as "Reading without thinking gives one a disorderly mind and thinking without reading makes one flighty (or unbalanced)," "I won't teach a man who is not anxious to learn," "By looking at a man's faults, you know the man's character," "To know what you know, know what you don't know is the characteristic of one who knows," "A man who has committed a mistake and doesn't correct it is committing another mistake," "A man who brags without shame will find great difficulty in living up to his bragging," "A gentleman blames himself, while a common man blames others," "Don't criticize other people's faults, criticize your own."

2. Have students write their own sayings.

3. Display them on a bulletin board.

Examples of students' sayings:

A man who shows off is hurt.
A man who brags is a man of lies.
If you get mad all you're doing is hurting yourself.
He who walks in a hurry will trip and fall and learn to walk slow.
He who thinks he can do anything finds out he makes a fool of himself.
A man who is in a hurry will get confused.
A man who swims too far will never swim again.

Lesson XVI: China Is . . .

Outcomes:

Students will summarize what they have learned about China over the previous weeks.

Materials:

Student: "China Is . . ." sheets

Teacher: Completed "China Is . . ." sheets from Lesson I
Chart of student originated questions from Lesson I

Activities:

1. Have students orally review what they have learned about China that they didn't know prior to studying about China.

2. Distribute copies of "China Is . . ." and have the students complete a picture and a list of descriptions for China.

3. Pass out "China Is . . ." sheets from Lesson I. Have students compare their previous statements with their current ones. Evaluate statements for accuracy and completeness.

4. Post the question chart from Lesson I. Have students provide answers to the questions based on the knowledge they have gained about China.

CHINA IS...

Lesson XVII: Unit Culmination

Chinese Dinner

If possible go to a Chinese restaurant for a tasting party. Restaurant proprietors are usually willing to provide small portions of food at reasonable rates in order to give students a taste of real Chinese cooking.

If a trip is not possible, bring in food from a restaurant or have a person knowledgeable about Chinese cooking come in and demonstrate Chinese cooking.

Open House

Display the materials from the various China centers and invite parents and other classes to come to an open house featuring the China unit.

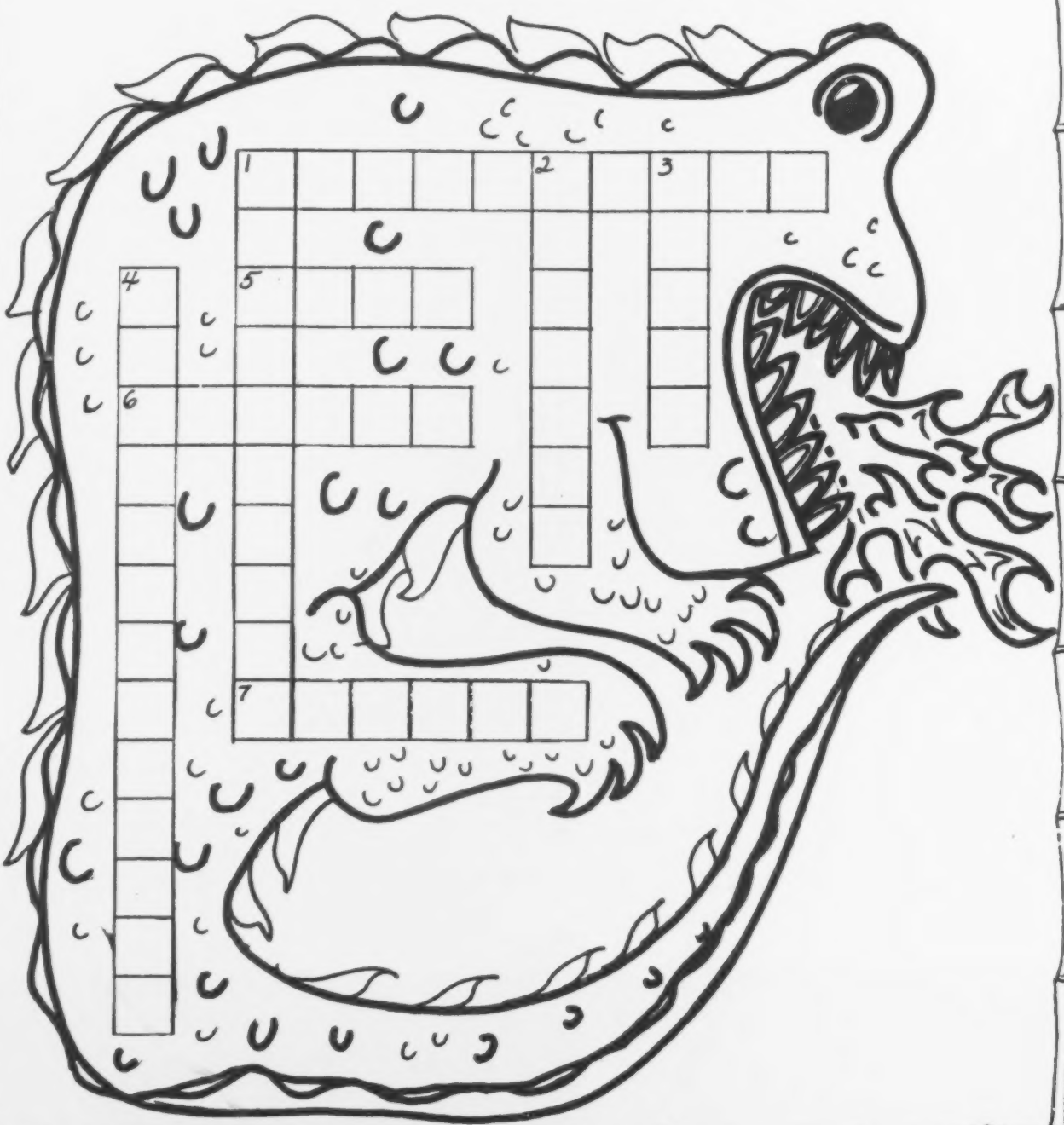
Homeroom Meeting

Schedule the China unit to correspond with a parents night at school. Have students and parents spend an evening walking through interest centers related to China. Provide Chinese refreshments afterwards.

SUPPLEMENTARY MATERIALS

Name _____

DRAGON I



DRAGON 1

Across:

1 Chinese writing style

5 China is located in this continent

6 Fierce mythical animal

7 Chinese boat

Down:

1 Chinese written symbols

2 Contained the writings of Chairman Mao

3 Native animal of China

4 Ancient Chinese name for China

Word Bank

ASIA MIDDLE COUNTRY

CALIGRAPHY

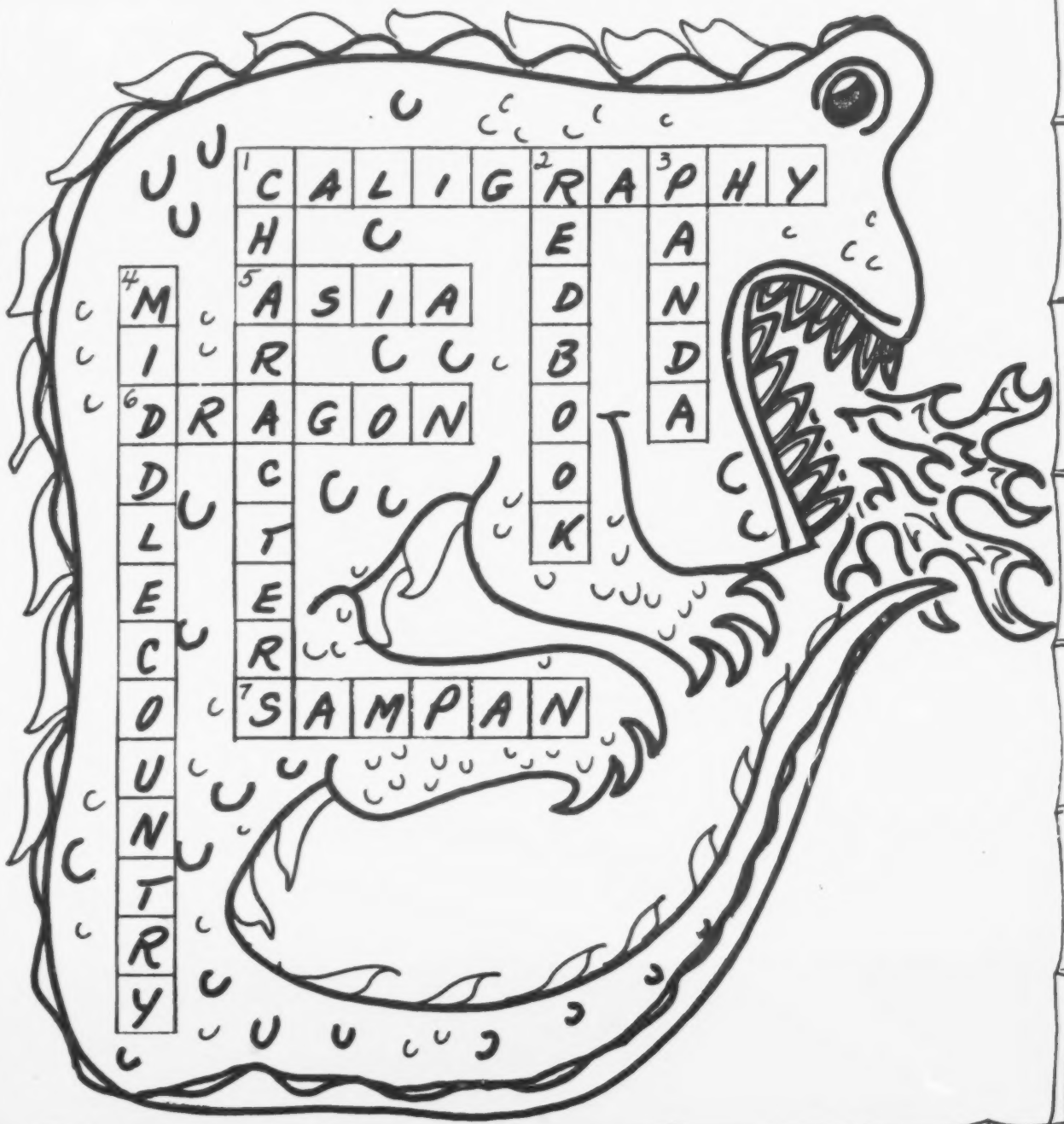
CHARACTERS

DRAGON

PANDA

REDBOOK SAMPAN

DRAGON I


1 C A L I G 2 R A 3 P H Y
H E A
4 M 5 A S I A D N
I R B D
6 D R A G O N O A
D C O
L T K
E E
C R
O 7 S A M P A N
U
N
T
R
Y

Name _____

DRAGON I

DRAGON II

Across:

3 Chinese medical practice

4 A Chinese country village

6 Large animal found in rice fields

7 A sport practiced in China

9 River in northern China

Down:

1 Chinese doctors

2 The number of years in the Chinese calendar

5 A green rock carved by Chinese artists

8 Chinese mathematical invention

Word Bank

ABACUS

ACUPUNCTURE

BAREFOOT DOCTORS

HUANGHE

COMMUNE

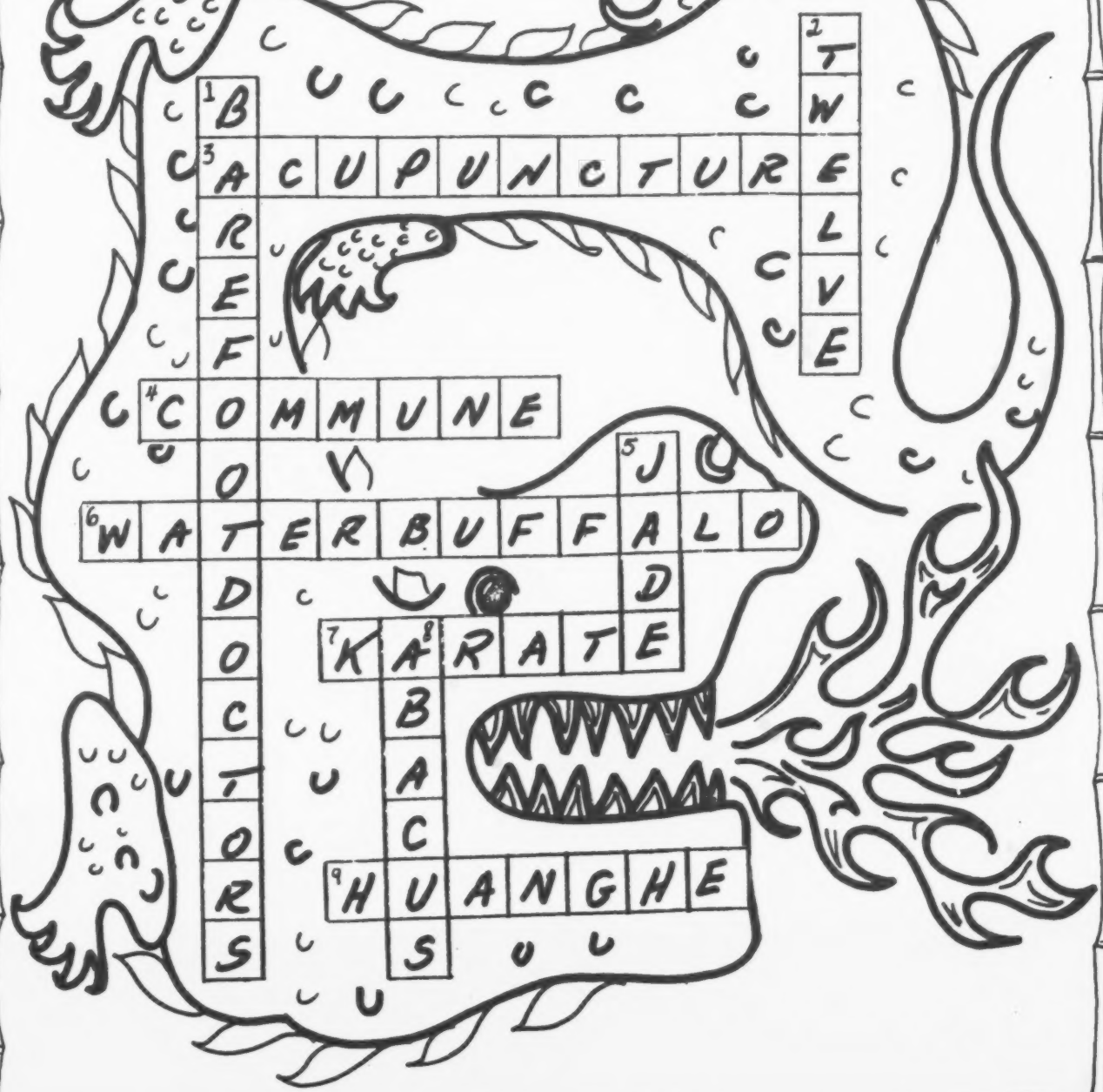
JADE

KARATE

TWELVE

WATER BUFFALO

DRAGON I


1 B
2 T
W
3 A C U P U N C T U R E
R
E
L
V
F E
4 C O M M U N E
O
5 J
6 W A T E R B U F F A L O
D
D
O
7 K A 8 R A T E
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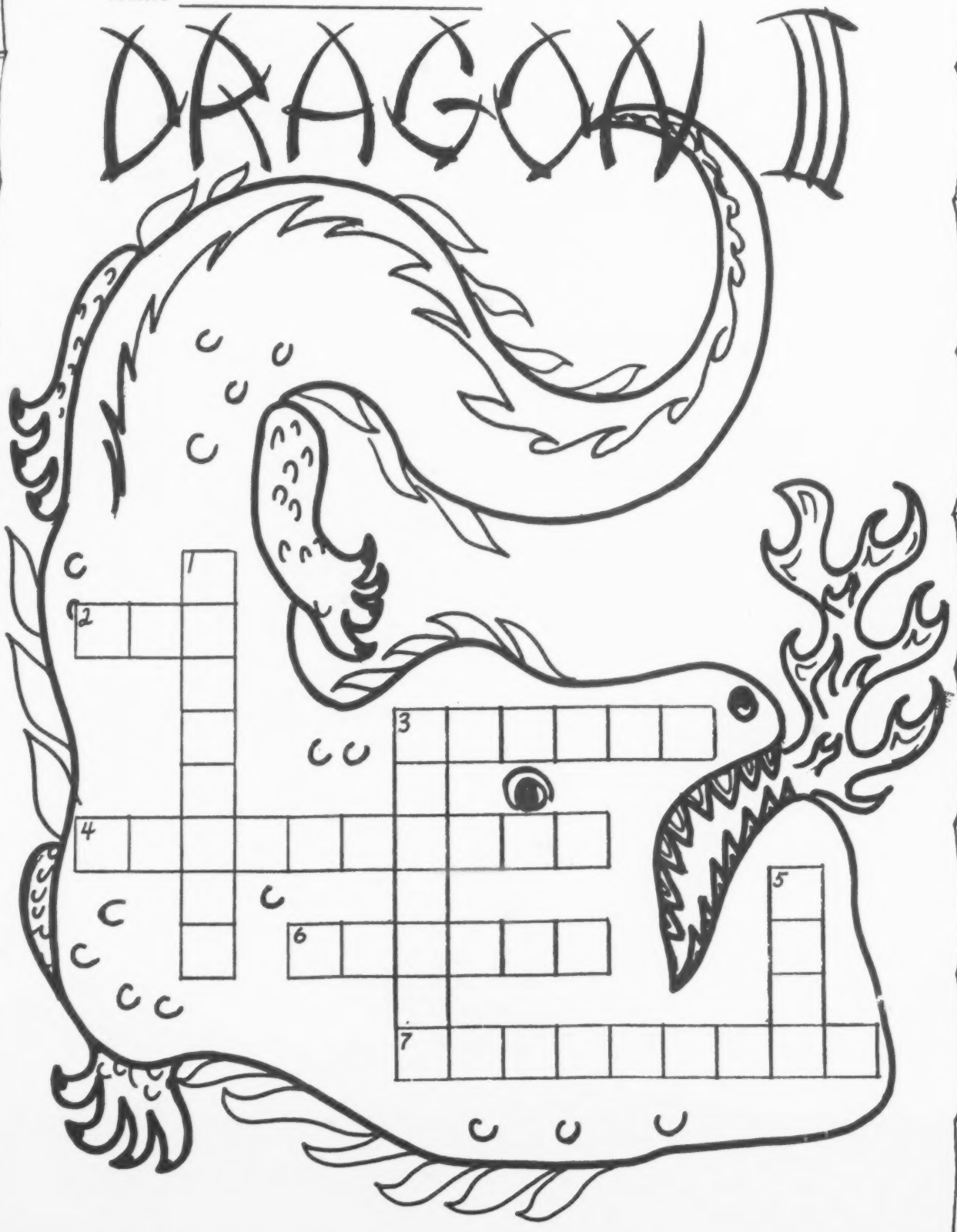
9 H U A N G H E
S
S

Name _____

DAGOAN II



DRAGON III

Across:

2 First premier of the Peoples Republic of China

3 A plant used as a building material and as a food

4 Chinese eating utensils

6 Republic of China

7 A Chinese invention

Down:

1 Island city near southern China

3 Capital of the Peoples Republic of China

5 Principal grain crop of China

Word Bank

BAMBOO

BEIJING

CHOPSTICKS

GUN POWDER

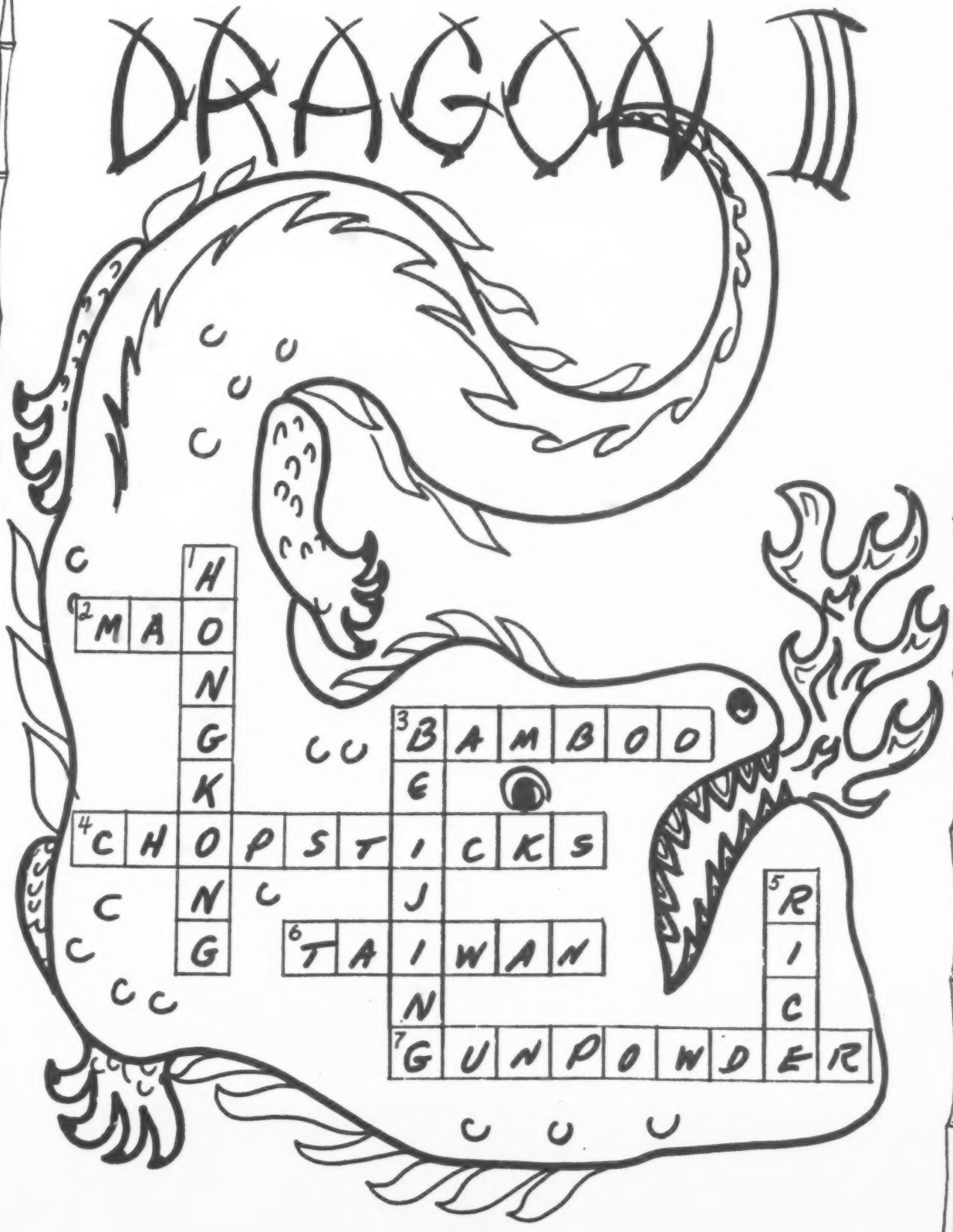
RICE

HONGKONG

TAIWAN

MAO

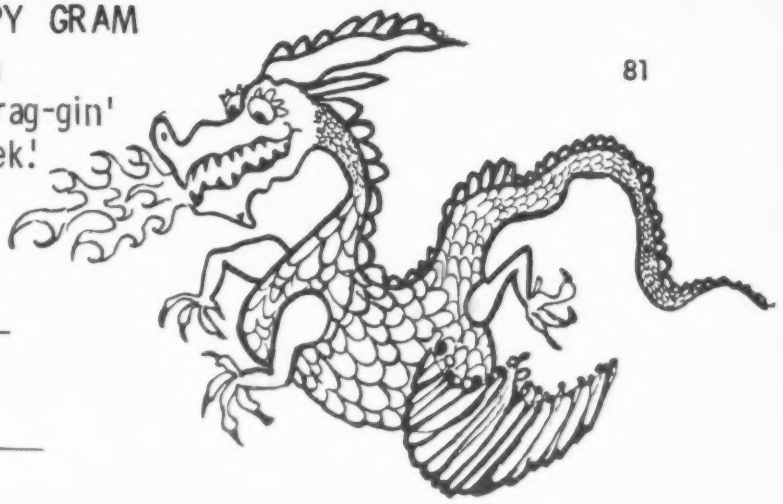
DRAGON II


1 H
2 MAO
NGK
3 BAMBOO
E
4 CHOPSTICKS
N J
G 6 TAIWAN
N 5 RIC
7 GUNPOWDER

HAPPY GRAM

81

You
weren't drag-gin'
this week!



HAPPY GRAM

You
weren't drag-gin'
this week!

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